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ABSTRACT

Activities of the second year of a career education project in Weatherford, Texas from July 1974 to June 1975 are documented. A counseling component was established at all levels as well as the development of self-awareness and positive attitudes toward work at the K-7 level, career investigation experiences for grade 8, and exploratory experiences and placement and followup programs for students grades 9-12. As a result of the project, the concepts of career education have been widely accepted by teachers and students in the district. Community support for the program has continued to grow as evidenced by voluntary involvement and cooperation in career education activities. During this reported period, the teachers of the district completed a set of curriculum guides and idea books which were distributed to all teachers, K-7, and integrated into the academic disciplines. Appended are project-generated materials including elementary awareness guidelines, resource material listings, a senior level minicourse, senior career planning handbook, and placement and followup data, forms, and correspondence. A third party evaluation report is also included. (NJ)

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INTERIM REPORT

Project No. F6007-VW
Grant No. OEG-0-73-5306

Project RACE: Researched Activities for Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

J. C. Liddell, Project Director
Weatherford Independent School District
Weatherford High School
1007 South Main
Weatherford, Texas 76086

June 21, 1975

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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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VT 102515

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SUMMARY OF THE REPORT

Period Covered

This is the interim report of Project RACE following the second year of operation, beginning July 1, 1974 and ending June 30, 1975.

Goals and Objectives

In general, these objectives deal with behavioral and attitudinal characteristics which students should attain as a result of having participated in the career education project.

Grades K-7: All students will develop good work attitudes, self awareness and a positive attitude toward the world of work including the people therein employed.

Grade 8: All students will be subjected to career investigation and orientation experiences to give them a better understanding of why school is related to earning a living. They will have a reinforced knowledge of the importance of all work and an appreciation of the productive worker who performs that work.

Grades 9-12: Exploratory and Employability Skills will be emphasized to broaden the opportunities of students to meet the demands of our highly sophisticated and technological world of work. Exploratory experiences will be made available and a placement and follow-up program will be utilized to place students on jobs when they exit from school. Students will be encouraged to meet entry requirements for higher education if that is their goal and will be assisted in finding employment in their skill levels if they do not intend to go to college.

Procedures

The different components of Project RACE are discussed in the body of this report; however a brief description of the functions performed by each component is as follows:

One Elementary Career Awareness Coordinator

- identified and procured career information beneficial to teachers of levels K-7;
- coordinated with teachers K-7 in making the information applicable to their teaching situations;
- and served as a resource person to the teachers in each elementary school and the middle school of the Weatherford Independent School District.

8

Two Occupational Investigation Teachers assigned to teach all students in grade eight

* endeavored to expose students to the fifteen job clusters identified by the Federal government within the time period provided;

* assisted students in self-appraisal and self-evaluation; and

* informed students about the various opportunities available through the study of the fifteen clusters.

Two counselors assigned to the RACE staff carried out a guidance counseling program in the elementary schools, K-5, and the high school, 9-12. An additional counselor not assigned to Project RACE worked with the guidance counseling program in the middle school, grade 6-8. These counselors worked with teachers, parents, students and administrators developing guidance programs to meet the needs of each individual student in the Weatherford Independent School District.

One Exploratory and Employability Skills Teacher

* furnished students in grades 9-12 with information to acquaint them with job entry requirements;

* conducted a mini-course with students in grades 11 and 12;

* arranged for students in grade 12 to make on site visits with people who perform the trade, business or profession in which they are interested;

* made available to teachers resource materials for their classroom activities; and

* acted as consultant and assistant to the teaching staff in the high school.

One Placement and Follow-Up Coordinator

* served as an extension of the guidance counseling program in assisting all high school students, especially seniors, in finding part time or full time employment; and

* contacted students who graduated within the last five years to collect feedback useful in revising curriculum to meet the needs of future graduates.

A Project Director

* coordinated and directed the efforts of the Project RACE staff and

* compiled progress reports and financial statements submitted to the United States Office of Education and the Texas Education Agency.

Results and Accomplishments

Project RACE has been responsible for providing a program in Career Education that has made a positive impact upon the total community. The most important results have been

- * the acceptance of the concepts and ideals of Career Education by many of the teachers and students in the Weatherford Independent School District and
- * the continued growth of support of the members of the Weatherford community as evidenced by their voluntary involvement and cooperation in Career Education Activities.

The greatest single accomplishment made during this reporting period has been

- * the completion of the Curriculum Guides and the Idea Books written by teachers of the Weatherford Independent School District during the summer of 1974 which were distributed to all teachers in grades K-7 and
- * integrated into the academic disciplines.

Evaluation

All of the criteria required by the evaluator was completed within the limits established and material provided was within the scope of evaluative data set forth in the "Draft Guidelines for the Evaluation of Career Education Programs" which were set forth by the U. S. Office of Education.

Conclusions and Recommendations

The impact that Project RACE has made upon the educational environment of the Weatherford Independent School District and the community as a whole has been most encouraging. The spirit of cooperation which has been demonstrated by the resource people who have either visited classrooms or have permitted students to visit their places of business for hands-on observations has been more than gratifying.

It is anticipated that the integration of Career Education into the total academic program will soon become a reality. Efforts will continue during the final year of Project RACE to integrate the ideas and concepts of Career Education into the total school program (K-12) so that it will be a natural and simple transition for the Weatherford Independent School District to assume the responsibilities of adopting Career Education as a formal and permanent part of the total school program. Certainly this will be a recommendation of the staff of Project RACE, as a wide spectrum of this community has supported Career Education since its inception. The support and cooperation continues to increase as the community becomes more aware of the accomplishments being made.

If Career Education is to become a viable part of the academic structure, such follow-up activities as are now being pursued by the Career Awareness Coordinator and the Exploratory-Employability Skills Teacher will have to be continued and expanded. It is not enough to introduce the ideas and concepts to the teaching staff and assume that in such a short exposure time they will vigorously implement into their teaching disciplines all of the necessary activities associated with the program. After the research activities now being conducted by Project RACE have been completed, some organized structure of leadership will have to be continued.

BODY OF THE REPORT

Problem Area of Project Direction

On December 16, 1972, a proposal for an exemplary project in Vocational Education was submitted to the U. S. Commissioner of Education under the provisions of SECTION 142 (C) of Part D of the Vocational Education Amendment of 1968 establishing Project RACE. This proposal set forth problem areas existing in the academic structure of the Weatherford Independent School District and the means by which these problems might be minimized.

The results of a follow-up study of the 1971 graduating class of 228 students from Weatherford Independent School District showed:

47%	enrolled in college
23%	employed in their areas of vocational training
6%	employed in areas other than their field of training
4%	entered armed services

The unemployment rate of this group of students was estimated to be twenty-five percent.

The Weatherford Independent School District statistical surveys made in 1972 indicated that thirty-six percent of the freshmen enrollment drop-out prior to graduation. The Region XI Education Service Center study of drop-outs indicated a ten county region-wide rate of twenty-two percent, with heaviest drop-outs in rank order: grade ten, grade nine, grade eleven, and grade twelve. The study listed the reasons in rank order as follows:

Lack of motivation
Poor attitude toward school
Over age and grade
Attendance problems
Work full time
Pregnancy
Financial
Other

Significant problems were found when the Weatherford Independent School District obtained data from the Texas Employment Commission in 1972 which reflected the following information:

Parker County Population	33,888
Female Population	16,123
White Unemployment Rate	5.2%
Non-White Unemployment Rate	10.4%
Female Unemployment Rate	34.2%

In October 1972, the Texas Welfare Agency in Parker County released the following information:

> The number of individuals receiving welfare assistance was 1,012.
>
> Of the 10,509 persons claiming to be heads of households in Parker County, 2,922 (27%) received less than $3,000 of earned income per year. These figures were based upon census taken in 1970.

The Weatherford Independent School District is in close proximity to industrial complexes such as General Dynamics Corporation, Ling-Tempo-Vought and Bell Helicopter Corporation. These organizations offer wide ranges of skilled and semi-skilled employment to residents of this area. The reduction in work forces at such places makes it essential for students to be given a wide range of options in training to be competitive on the labor market for employment with such organizations.

As a result of the findings described herein, the Weatherford Independent School District saw a distinct need for a comprehensive Career Education program which would provide for the needs of all students. Hopefully, such a program would decrease the amount of dropouts, increase skill training, improve employability skills and provide a broad range of career options to which students may be exposed.

The proposal under which Project RACE had its beginning set forth certain basic needs to be met by the Weatherford Independent School District when the Career Education program was implemented. These stated needs are as follows:

1. Creating bridges between school and earning a living for young people.

2. Promoting cooperation between public education and manpower agencies.

3. Broadening occupational aspirations and opportunities for youth.

4. Developing and implementing at the elementary school level a better program designed to increase the career awareness of the students.

5. Improving the guidance and counseling services at all grade levels.

6. Establishing a placement and follow-up service.

Goals and Objectives

In the second year of operation, Project RACE endeavored to strengthen the Career Education project designed for all students in grades K-12.

Grade	Number of Students
K-3	915
4-6	929
7-9	1,054
10-12	844
Special Education	36

Goals and Objectives: Elementary Awareness Program K-7

In the second year of operation, the staff of Project RACE has sought to provide the leadership and assistance required to make the specific goals and objectives described in the original proposal meaningful and effective. These goals and objectives indicate that the elementary student will:

- demonstrate wholesome attitudes toward career choices, toward work as a means of achieving satisfactions, and toward work as it might relate to himself;
- demonstrate an understanding of life styles, values, major duties, and responsibilities involved in a large number of careers;
- demonstrate his ability to apply economic concepts to problems which can be understood by children of his age and experience level;
- show interest in exploring many careers as evidenced by his ability to list many different occupational choices; and
- know how to obtain additional information about careers as indicated by his ability to list sources.

Goals and Objectives: Occupational Investigation Program - Grade 8

The Occupational Investigation Program, grade 8, in the middle school will provide career orientation and investigation experiences for students giving them a better understanding of the relationship between school and earning a living. The goals and objectives indicate that the middle school student will:

- * have explored their own values, interests and education achievements during the investigation program;
- * have demonstrated firsthand acquaintance with the economic system as a consumer and as an observer of those who work to produce goods and perform services;
- * have an indepth knowledge of several major fields as measured by their ability to perform on a test; and
- * be prepared to select tentative high school educational plans designed to fit their particular needs.

Goals and Objectives: High School Program - Grades 9-12

The high school student in grades nine through twelve will:

- * be capable of integrating his knowledge of himself and of the world of work in order to identify a career or careers for which he will prepare;
- * be able to recognize the changing nature of career commitment throughout an individual's lifetime and re-evaluate his career choices with the possibility of making future choices;
- * be provided an opportunity to learn a skill in order to become gainfully employed upon leaving high school;
- * be provided an opportunity to prepare for entry into a junior college, technical institute, preparatory school, apprenticeship program, or senior college for continued career preparation;
- * be given the opportunity to receive adequate placement service; and
- * be provided the opportunity to be involved in a comprehensive guidance and counseling program.

General Project Design and Procedures

Project RACE is composed of five different components, each having a distinct and independent function while remaining closely related and interdependent. The components are as follows:

Career Awareness (K-7)
Guidance and Counseling (K-12)
Occupational Investigation (8)
Exploratory and Employability Skills (9-12)
Placement and Follow-Up (9-12)

The activities and responsibilities of each component will be described as follows:

Career Awareness Component (K-7)

The Career Awareness Coordinator is responsible for coordinating the efforts of Career Education in the four elementary schools and the middle school of the Weatherford Independent School District. In the second year of operation, this effort involved the participation of approximately 915 students in grades K-3; 959 students in grades 4-6 and 345 students in grade 7. There are 112 teachers for whom the Awareness Coordinator must provide the following services:

- arranging for resource speakers to talk with classes about their occupations;
- arranging for study tours with the various business and cultural organizations;
- providing resource materials to be used in implementing Career Education information and activities in the classroom; and
- conferring with teachers as an advisor in organizing study plans for Career Education.

The demand for assistance in all areas of responsibility has increased during the year, as teachers have become familiar with the services rendered by the Awareness Coordinator. The familiarity of teachers with Career Education has been largely due to the curriculum guides written by fourteen teachers from the Weatherford Independent School District representing each grade level K-7.

The writing team began working on June 3, 1974 and continued through July 12, 1974. Guides were distributed to all teachers K-7 in the district at the beginning of the 1974-75 school year. Instruction on using these guides was given to each teacher by the Awareness Coordinator who had also acted as a coordinator for the writing team. Distribution was also made to an additional 109 teachers in nine Parker County schools served by a county-wide Awareness Coordinator working out of the Weatherford Independent School District.

The guides were furnished with the understanding that teachers would evaluate the content for future revisions in the summer of 1975-76 by members of the original writing team.

During the month of March, scheduled grade level meetings were held with all teachers K-7 in the Weatherford Independent School District to encourage increased use of the curriculum guides. This sharing of information and ideas was provided in order that all teachers might gain a better understanding of the purposes and usage of the curriculum guides.

In accordance with the directives of the third party evaluator, the Awareness Coordinator administered tests to students in the Weatherford Independent School District. Surveys were also conducted in the schools among students and teachers and in the community among parents and businessmen. This was done to determine what impact, if any, Career Education was making on the community.

AWARENESS COORDINATOR'S ACTIVITIES
WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1974 - 1975

MONTH	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Totals
TEACHER CONF.	0	78	112	75	123	111	253	162	118	58	1,090
PRINCIPAL CONF.	0	24	19	18	10	7	11	8	13	8	118
IN - SERVICE	5	1	0	1	0	0	1	8	0	0	16
STUDY TOURS	0	11	10	9	1	0	13	16	34	14	108
SPEAKERS	0	14	9	64	4	10	3	9	12	1	126

QUANTITATIVE AND PERCENTAGE DESCRIPTION OF RESOURCE MATERIAL USAGE
WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1974 - 1975
FIRST QUARTER

	BOWIE	CROCKETT	STANLEY	TRAVIS	MIDDLE SCHOOL	TOTAL
NUMBER OF TEACHERS	12	13	21	11	19	76
NUMBER USING CURRICULUM GUIDES AND OTHER CAREER EDUCATION MATERIALS	8(67%)	4(31%)	13(62%)	8(73%)	* 3(16%)	36(47%)
NUMBER USING CAREER EDUCATION MATERIALS ONLY	0(0%)	1(8%)	2(9%)	2(18%)	** 7(37%)	12(16%)
TOTAL USING CURRICULUM GUIDES AND/OR CAREER EDUCATION MATERIALS	8(67%)	5(39%)	15(71%)	10(91%)	10(53%)	48(63%)
NUMBER USING NEITHER CURRICULUM GUIDES OR OTHER CAREER EDUCATION MATERIALS	4(33%)	8(61%)	6(29%)	1(9%)	9(47%)	28(37%)

* 3 - 6th grade teachers
0 - 7th grade teachers
0 - 6th & 7th grade teachers

** 2 - 6th grade teachers
2 - 7th grade teachers
3 - 6th & 7th grade teachers

WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1974 - 1975
SECOND QUARTER

	BOWIE	CROCKETT	STANLEY	TRAVIS	MIDDLE SCHOOL	TOTAL
NUMBER OF TEACHERS	12	13	21	11	19	76
NUMBER USING CURRICULUM GUIDES AND OTHER CAREER EDUCATION MATERIALS	9(75%)	4(31%)	17(81%)	8(73%)	* 2(11%)	40(53%)
NUMBER USING CAREER EDUCATION MATERIALS ONLY	3(25%)	4(31%)	1(5%)	2(18%)	** 9(47%)	19(25%)
TOTAL USING CURRICULUM GUIDES AND/ OR CAREER EDUCATION MATERIALS	12(100%)	8(62%)	18(86%)	10(91%)	11(58%)	59(78%)
NUMBER USING NEITHER CURRICULUM GUIDES OR OTHER CAREER EDUCATION MATERIALS	0(0%)	5(38%)	3(14%)	1(9%)	8(42%)	17(22%)

* 1 - 6th grade teacher
0 - 7th grade teachers
1 - 6th & 7th grade teacher

** 4 - 6th grade teachers
4 - 7th grade teachers
1 - 6th & 7th grade teacher

WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1974 - 1975
THIRD QUARTER

	BOWIE	CROCKETT	STANLEY	TRAVIS	MIDDLE SCHOOL	TOTAL
NUMBER OF TEACHERS	12	13	21	11	24	81
NUMBER USING CURRICULUM GUIDES AND OTHER CAREER EDUCATION MATERIALS	11(92%)	13(100%)	21(100%)	9(82%)	* 13(54%)	67(83%)
NUMBER USING CAREER EDUCATION MATERIALS ONLY	1(8%)	0(0%)	0(0%)	2(18%)	** 7(29%)	10(12%)
TOTAL USING CURRICULUM GUIDES AND/OR CAREER EDUCATION MATERIALS	12(100%)	13(100%)	21(100%)	11(100%)	20(83%)	77(95%)
NUMBER USING NEITHER CURRICULUM GUIDES OR OTHER CAREER EDUCATION MATERIALS	0(0%)	0(0%)	0(0%)	0(0%)	4(17%)	4(5%)

* 5 - 6th grade teachers
5 - 7th grade teachers
3 - 6th & 7th grade teachers

** 4 - 6th grade teachers
1 - 7th grade teachers
2 - 6th & 7th grade teachers

Occupational Investigation Component - Grade 8

In the second year of operation Occupational Investigation continued to be taught in the eighth grade at the Weatherford Middle School. The students were required to take Occupational Investigation for two periods during a twelve week quarter. The primary objective has been to familiarize students with the fifteen job clusters and the many different job opportunities found within each cluster. Two Occupational Investigation Teachers worked as a team making a concentrated effort to point out the possibilities offered in various career fields.

After completing the investigation course each student was better able to identify an interest in one or more areas of work in order to plan for high school courses of study and, if required, to make preparatory plans for college to meet occupational goals.

Students were exposed to the world of work by planned study tours to various business and cultural enterprises. Preparations were made prior to each tour to familiarize students with the purpose of the tour, and what to expect to observe and learn from the experience. Post-tour activities such as discussion and question periods served to relate on-site observations to information covered in class. Students were given the opportunity to share their opinions of the jobs investigated on the tours. Reactions expressed by students helped the teachers determine the educational benefits derived from on-site experiences.

A variety of media was incorporated into the curriculum to supplement teaching efforts. Career-oriented films, guidance-oriented films, books, pamphlets, magazines, filmstrips, cassettes, posters and multi-media kits were used to provide a wider range of knowledge about different occupational fields and aided the student's self-evaluation.

Resource speakers from different business enterprises, government agencies, professions and trades were sought out and brought into the classroom to give students first-hand knowledge about occupations.

The Career Education Counselor (9-12) worked with the Middle School Counselor and each eighth grade student to prepare a tentative four year plan of high school study. The plans were made in an endeavor to make the courses of high school study realistic to the needs of students who plan to attend college and/or intend to become employed after they leave high school.

During February of 1975, a Career Maturity Inventory (C.M.I.) was administered to fifty students in the eighth grade who had completed one quarter of study in Occupational Investigation. The inventory consisted of an attitude scale that dealt with attitudes toward making a career choice and entering the world of work and a competence scale concerned with the knowledge about occupations and the decisions involved in choosing a career. The purpose of the inventory was to measure the amount of career knowledge and attitudes between students in a formal study of the world of work as compared to those who had not been exposed to such a course of study. The results were to be measured against a national norm by the third party evaluator of Project RACE to determine what effect, if any, a formal course of study such as Occupational Investigation had on eighth grade students. These inventories, along with an inventory pursued by the instructors, have been furnished to Educational Services Incorporated for evaluation. Educational Services Incorporated's evaluation of all activities of Project RACE is included in this report.

Exploratory and Employability Skills Component-Grades 9 - 12

One of the most important functions of the Exploratory and Employability Skills Teacher was to provide students preparing to graduate from the twelfth grade closer contacts with workers in their job interest areas through on-site job visitations. This type of interaction between workers and students served to aid post-graduate career planning and provided students with valuable insight into the world of work.

In the second year of operation the Exploratory and Employability Skills Teacher continued to teach the mini-course to graduating seniors. Of the 219 graduating seniors in the 1974-75 school year, 75 took advantage of the mini-course. The mini-course developed by the Exploratory and Employability Skills Teacher was designed to familiarize students with some very practical and fundamental tools to be used in obtaining a job. The course included information such as follows:

* how to look for a job;
* how to write a resume;
* how to act during an interview;
* a new employee's responsibility during the first few days on a new job;
* problem areas for young people who are seeking and finding employment.

Seven students participated in the first annual Career Education Fair held at the Tarrant County Convention Center on April 22, 1975. These students assisted the Exploratory and Employability Skills Teacher by explaining to observers how they had been helped in making a career choice by participating in the opportunities offered by this teacher.

The Exploratory and Employability Skills Teacher served as a resource teacher for classroom teachers, grades 9-12. The classroom teachers were furnished a guest speaker when a specific career was being discussed. They were also assisted in planning study tours when it was determined that a tour would provide a better opportunity to explore a career in action. During the 1974-75 school year, eighteen study tours were arranged for the high school teachers at a cost of approximately $39.00 per tour. The benefits derived from these personal experiences with the world of work have proven to be invaluable experiences for students who are trying to determine what occupations they should pursue.

EXPLORATORY AND EMPLOYABILITY SKILLS COMPONENT
WEATHERFORD HIGH SCHOOL
1974 - 1975

	QUARTER			
	1st	2nd	3rd	4th (Apr.-May)
Teacher Conferences		52	60	32
Parent Conferences				1
Study Tours	1	8	4	4
Guest Speakers	2		8	1
Student Conferences	30	57	73	29
Principal Conferences				4
Exploratory Students		22	15	12
Class Presentations	2		2	

Guidance and Counseling Component K - 12

Guidance and counseling gained considerable faculty and student participation in the second year of operation as both the students and the faculty became more familiar with the goals which were to be achieved. Guidance and counseling were not completely new to the Weatherford Independent School District at the time Project RACE was introduced to the school system. The school district had three counselors serving approximately 3,600 students, K-12. There were two counselors, one vocational and one academic, serving approximately 1,100 students in the high school grades 9-12, and one in the middle school serving about 1,050 students, grades 6-8.

When Project RACE was implemented, a High School Career Education Counselor was added to the high school staff and an Elementary Counselor was assigned to the four elementary schools. Under the present organization, the Elementary Counselor divides time between the four elementary schools by staying one day at each school during the week. The fifth day is used for planning and organizing material to be used in assisting students and teachers.

In the second year of activity, the number of students to be counseled has increased. The total amount of students in grades K-12 is approximately 3,780.

Elementary Counseling Component-Grades K - 5

The Elementary Counselor worked closely with teachers of grades K-5 in the four elementary schools to fulfill the intent of the guidance program to intensify guidance and counseling in the Weatherford Independent School District.

The duties of this counselor, set forth in the original proposal under which Project RACE was implemented, have continued to be carried out. These duties are listed as follows:

- assist children in clarification of feelings, attitudes, goals and understanding of self;
- explore the world of work and become familiar with the career development theory in order to define guidance criteria in terms of student behavioral objectives;
- conduct group guidance sessions;
- collect and organize pupil data;
- work closely with parents, administration and teachers in carrying out guidance policies;
- coordinate with the special services in the schools and those in the community connected to the schools;
- conduct individual inventory service;

- counsel children with personal, social, emotional, learning, behavioral and adjustment problems so they may develop self-control, acceptance of themselves and personal values.

In performing routine duties, the Elementary Counselor consulted, counseled or held group guidance sessions within the periods of times indicated in the activity chart in this section of the report. In addition to regular duties, special emphasis was placed on assisting the Awareness Coordinator in contacting teachers (K-7) to determine how they were using the curriculum guides.

The Elementary Counselor has been distributing materials to each of the elementary schools for use as office space and storage facilities have become available. Efforts are being made to equip each of the four elementary schools with materials to be used in the guidance program.

ELEMENTARY COUNSELOR ACTIVITY CHART

ACTIVITY	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER	TOTAL
Group Guidance Sessions	63	55	80	31	229
Individual Student Counseling	43	296	341	98	778
Teacher Consultations	126	211	284	146	767
Principal Consultations	17	33	49	23	122
Parent Consultations	2	18	22	8	50
Staff Consultations	10	29	54	35	128
Office or Clerical (Tests, Reports, Permanent Records, Material, Ordering, etc.)	32	57	59	28	176

High School Counseling Component - Grades 9 - 12

The High School Career Education Counselor has increased and intensified communication efforts in order to reach more students. This effort included announcements on the public address system, bulletin board notices and displays, personal notices for individual students, and the publication of articles in the school newspaper and the Project RACE newsletter.

The High School Career Education Counselor made valuable contributions in planning a format for evaluation of Project RACE during a conference held in November for that purpose with the third party evaluator. In addition to this, the counselor participated in the accreditation evaluation of the Weatherford Independent School District.

Two functions planned and implemented by this counselor were the "College Night" held with twenty colleges represented and the "P.S.A.T. Parent - Student Night" held to explain P.S.A.T. scores.

One of the most outstanding achievements of the High School Career Education Counselor was the introduction of the "Career Corner." Arrangements were made for an area large enough to accommodate fifteen or twenty students located in close proximity to the counselor's office. The area contained tables, chairs, media equipment and career information in the form of books, magazines, filmstrips and microfiche. Students could search out material pertinent to their individual needs and review at their leisure.

In addition to the "Career Corner" facilities, the counselor set up periods for making special displays and explanations helpful to students in their decision making process.

The specific functions of the counselor as described in the original proposal for Project RACE are as follows:

- assist students in clarification of feelings, attitudes, goals and understanding;
- conduct group guidance sessions;
- conduct individual inventory service;
- collect and organize pupil data;
- work closely with parents, administrators and teachers in carrying out guidance policies;
- counsel students with personal, social, emotional, learning, behavioral, and adjustment problems so that they may develop self-control, acceptance of self and personal values;
- work with administrators, teachers, employers and other counselors for effective dissemination of occupational information to students; and

* select, administer and interpret test instruments used in assisting students in making career choices.

The activities accomplished by the High School Career Education Counselor in accordance with the proposal guidelines are shown in chart form in this section of the report.

Booklets for seniors titled "After High School, What?" were completed during the latter part of this reporting period. The information compiled for these booklets will be helpful to the graduates in pursuing their quest for a job or in making application for college entrance. A copy of this booklet can be found in the appendix of this report.

CAREER EDUCATION
HIGH SCHOOL COUNSELOR
ACTIVITIES

Consultations with Parents		72
Consultations with Teachers		216
Students:	Registered	36
	Failing Conferences	129
	Personal Conferences	115
	Career Information and Planning	348
	Individual Test Interpretations	40
	Scheduling Conferences and Questions	183
Classes		78

Placement and Follow-Up Component

The Placement and Follow-Up program was established to serve as an extension to the Guidance and Counseling Component. The activities to be pursued were those beyond that of consulting and advising. This component has become the arm of Project RACE that reaches out to the working world for physical contact with employers. It has been through this component that high school students were given an opportunity to present themselves as candidates for employment either on a part-time or full-time basis.

The Placement and Follow-Up Coordinator has continued making surveys of businesses and industries in the vicinity of the Weatherford Independent School District to seek our employment. These services have been extended to adults who need employment, thereby making the component a community project as well as a school function.

The Placement and Follow-Up Coordinator arranged individual conferences with each graduating senior in order to explain the "Senior Survey." The survey composed of a questionnaire was completed and returned to the coordinator. The information gained from the survey has been used to determine the career-related needs of the graduating seniors.

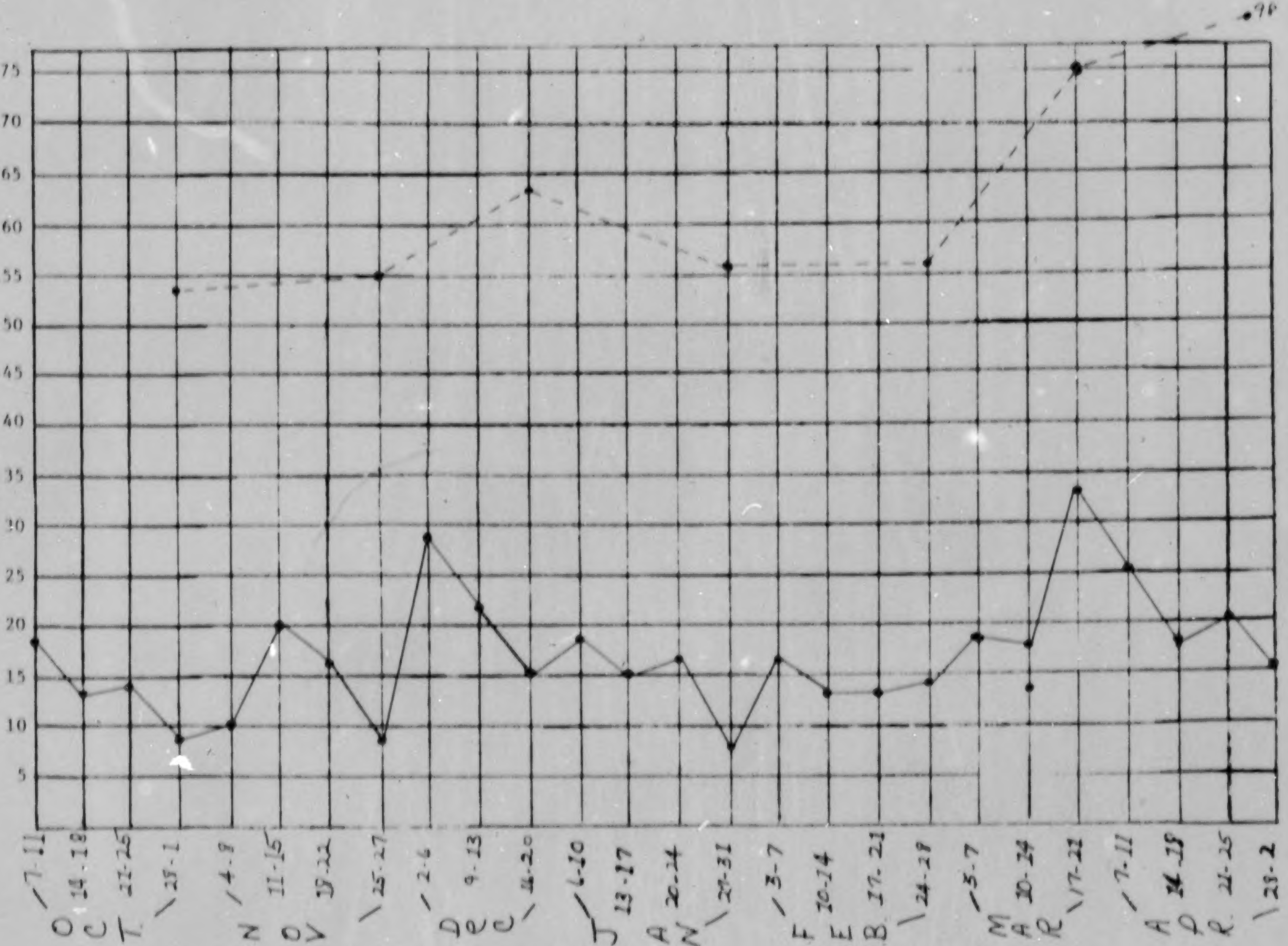
The ideal goal for the placement service has been providing employment for students leaving high school related to their occupational interests and abilities. In order to do this, it has been necessary to maintain records of applicants which provide information relevant to their aptitudes, interests and abilities. From these records the Placement Coordinator located students meeting the requirements of job openings.

A current file of full-time and part-time jobs are maintained in order to ensure, as much as possible, work on a full-time or part-time basis for students and adults seeking such employment.

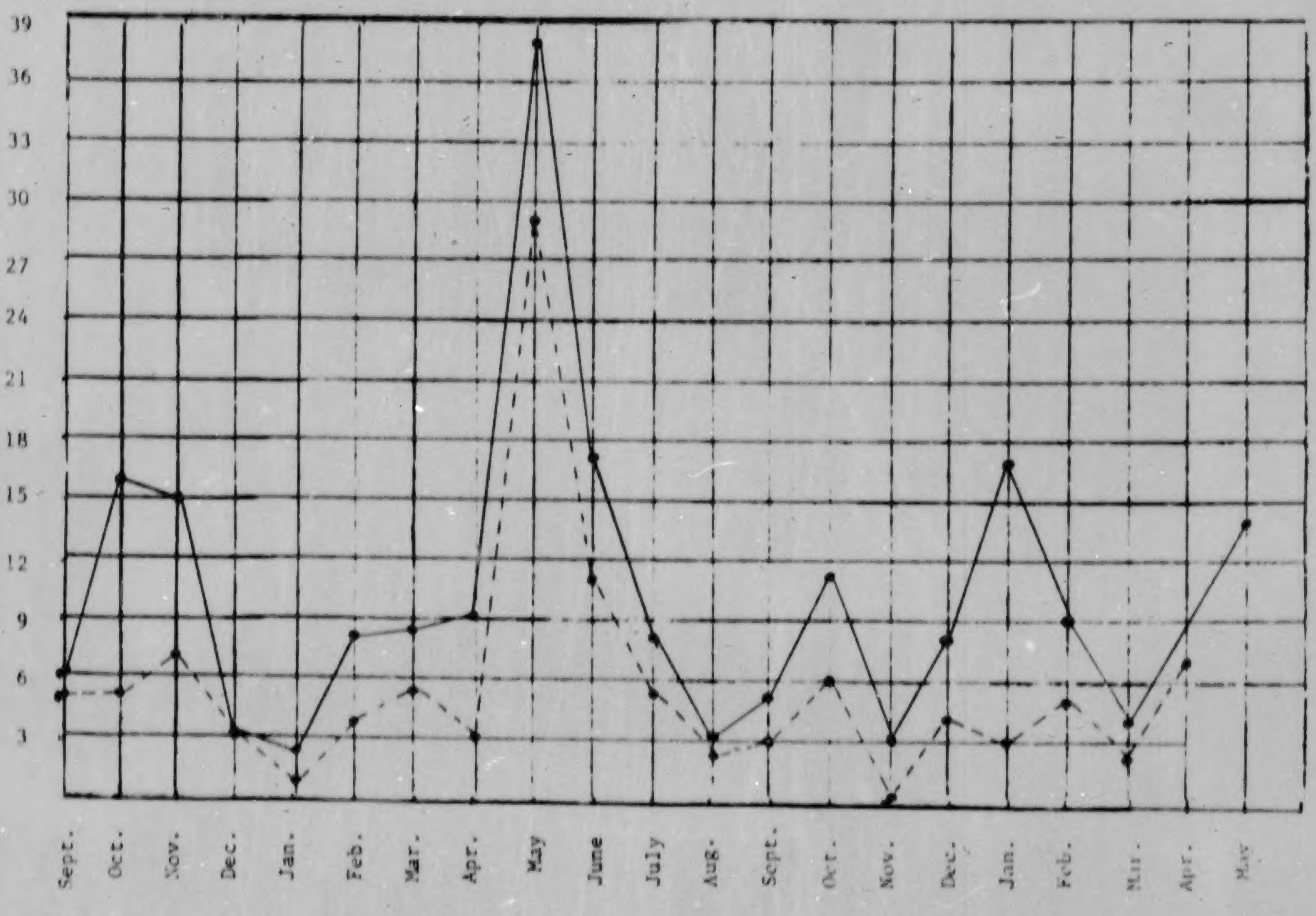
The follow-up work performed by the Placement and Follow-Up Component was designed to find the areas of the present instructional program which have made maximum contributions to the welfare of the students and to those parts of the program that needed to be strengthened or deleted from the instructional program.

The follow-up program has been structured to obtain inputs from students who have graduated from Weatherford High School within the past five years. Questionnaires were mailed to graduates in an endeavor to determine what impact was made upon these students by the various courses of study were deemed most important in the world of practical application, and which were irrelevant. From a large sampling of answers to these inquiries, meaningful and realistic changes may be made in the instructional program of the Weatherford Independent School District.

STUDENT CONFERENCES
Oct. 1974 - April 1975

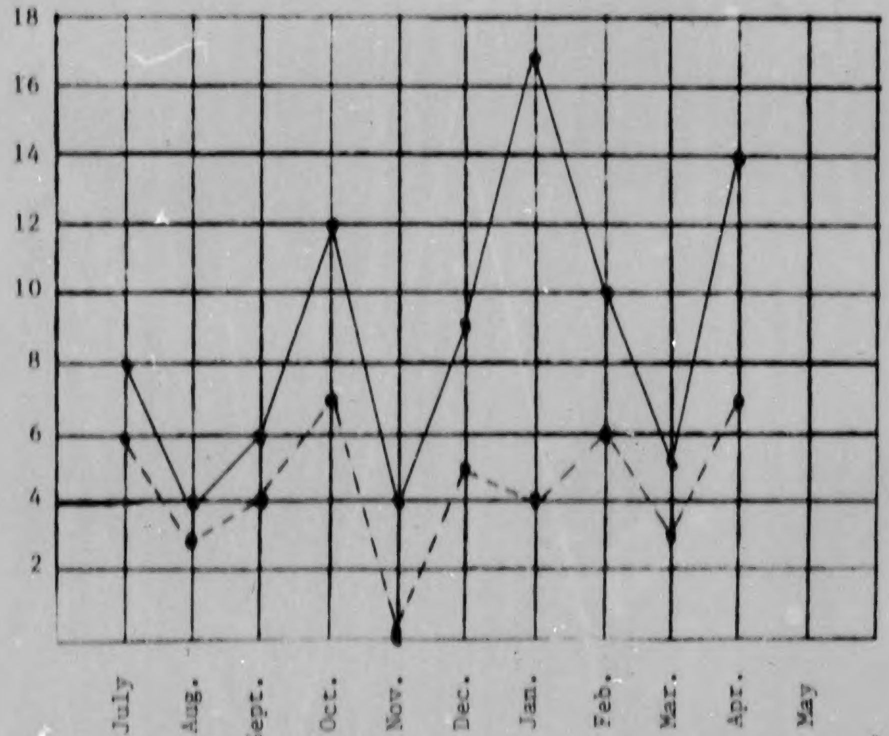


REFERRALS/PLACEMENTS
Sept. 1973-April 1975

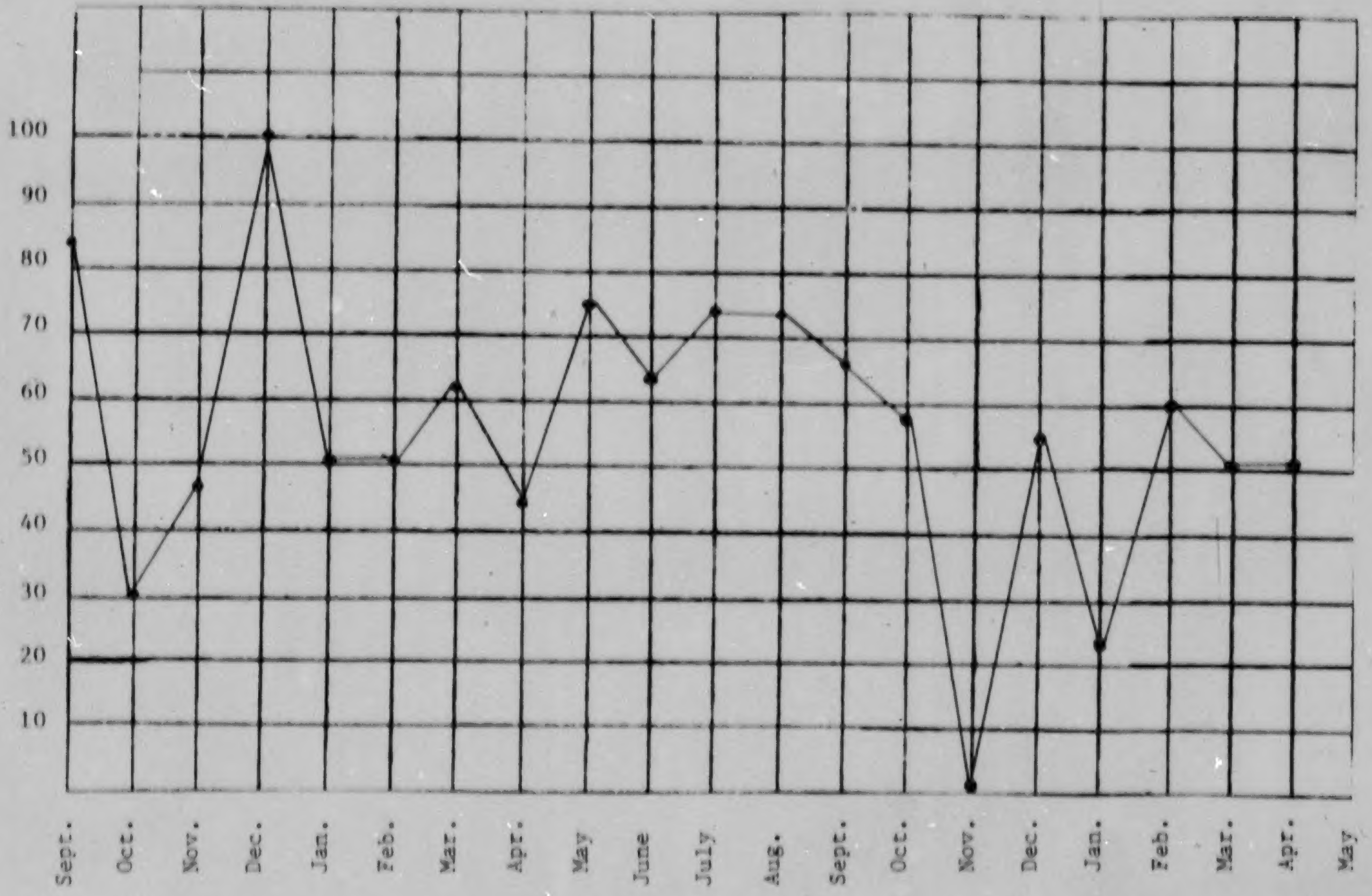


REFERRALS/PLACEMENTS

July, 1974

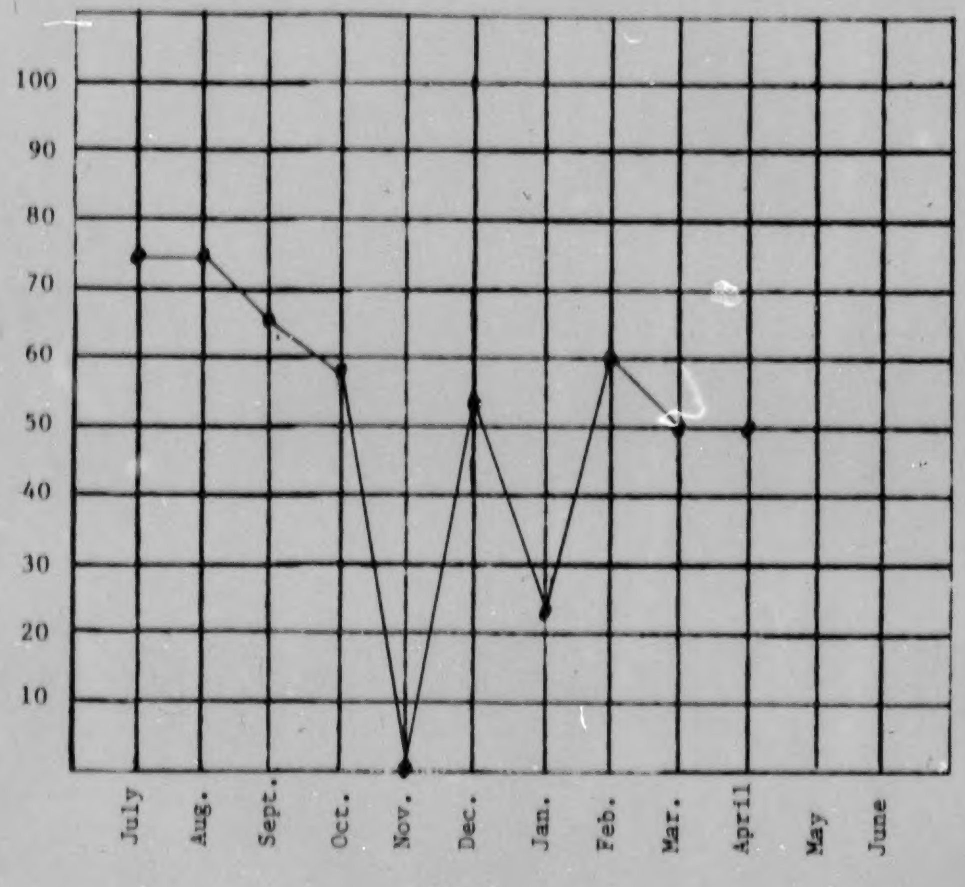


PERCENTAGE OF PLACEMENTS TO REFERRALS
September 1973 - April 1975

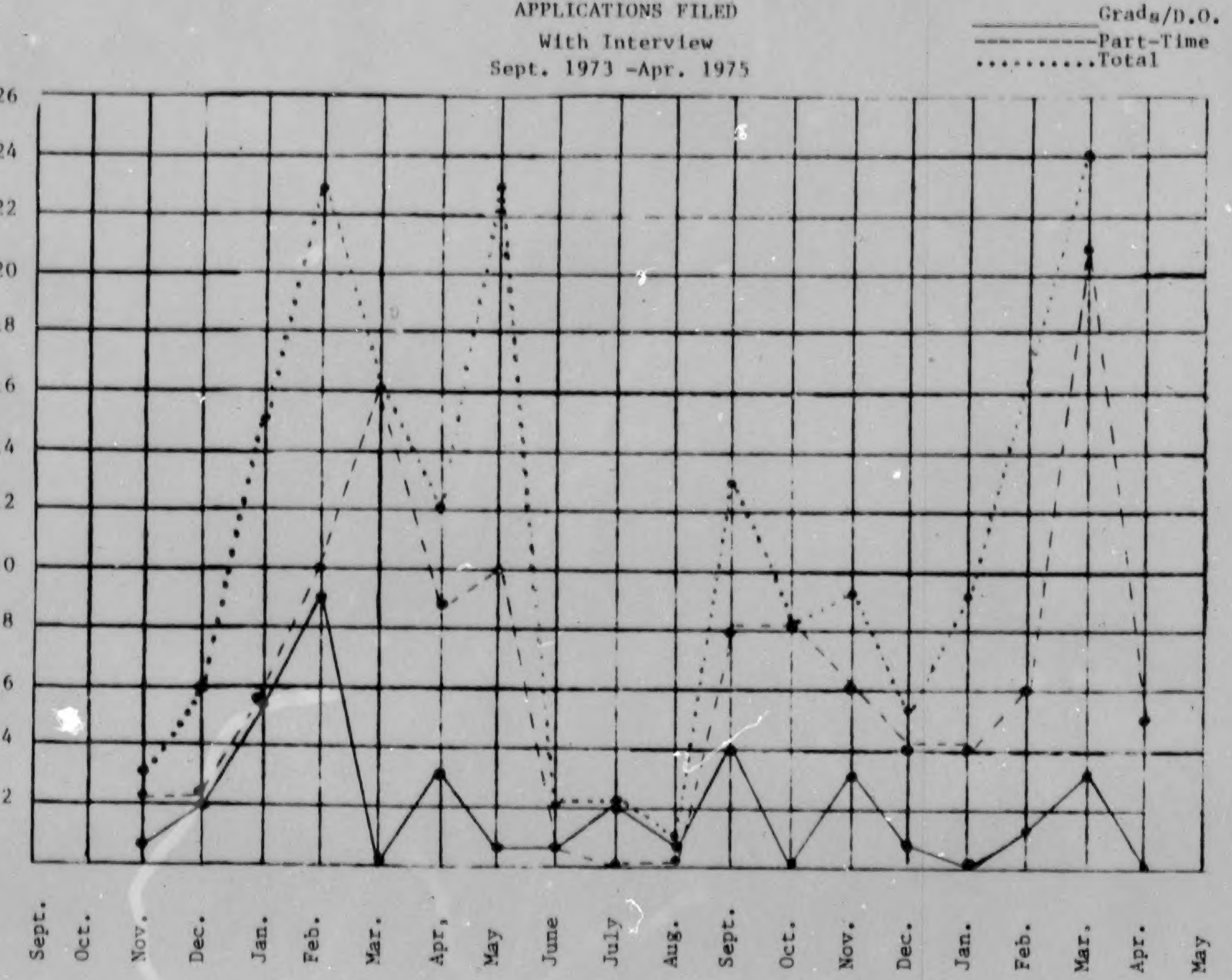


PERCENTAGE OF PLACEMENTS TO REFERRALS

July 1974 -

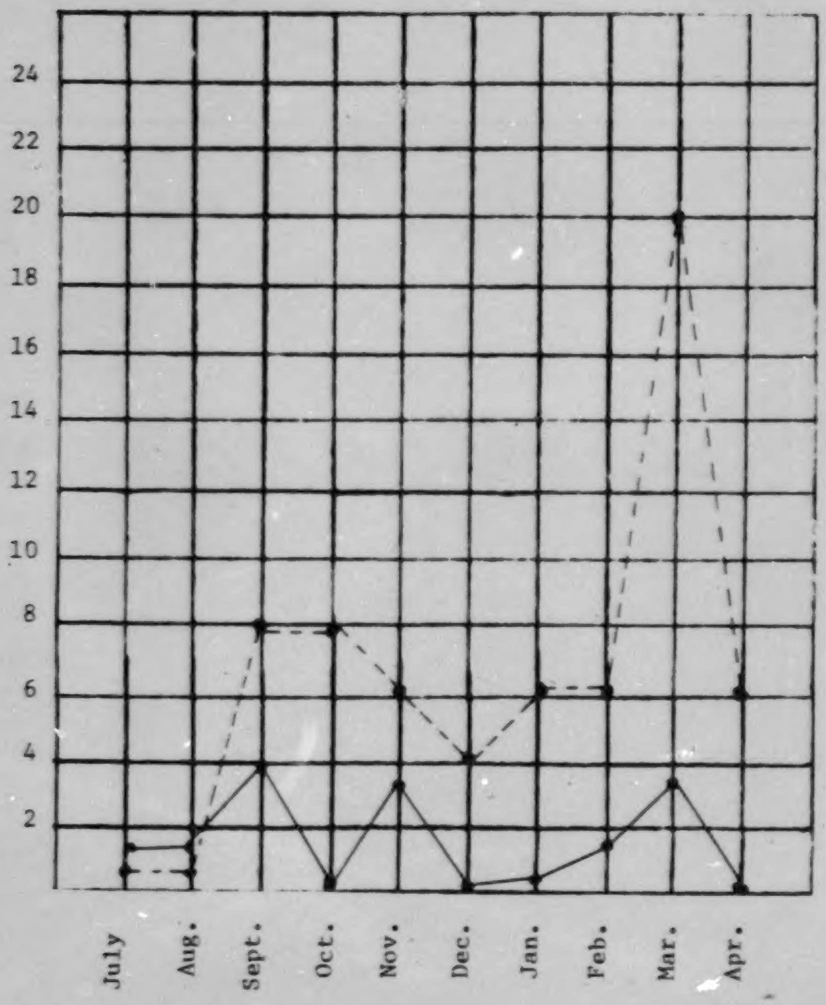


APPLICATIONS FILED
With Interview
Sept. 1973 -Apr. 1975



APPLICATIONS FILED
With Interviews
July 1974

______Grads/Ctzn
- - - -Part-Time



SUMMARY OF PLACEMENT & FOLLOW-UP

Placement

During the school year 1974-75, the Placement Coordinator had a total of 458 student conferences. These conferences were five to forty-five minutes in length. This number does not include the many group conferences held with classes, explaining the senior survey, the placement and follow-up office, the follow-up information, procedures for interviewing, and so forth.

There were 116 applications filed with an interview through this office. This number includes applications from graduates, drop-outs, and part-time persons.

Referrals this year numbered 113. The office tried to send out at least three persons for each appointment. This was not always possible. Of the 113 referrals, there were 61 persons placed in either permanent full-time or part-time employment. This was a placement rate of 53% compared to the referrals and 52% compared to the number of applications filed.

It has been difficult to place students this year, due to the job market, so many employers were either laying off or not hiring replacements for those people quitting. There were many openings this year that could not be filled due to the lack of training in a particular field. However, we feel we served our patrons well considering these problems.

Follow-Up

The returns on our Follow-Up this year are as follows: 1974 graduates = 94.3%. The data for this follow-up was terminated May 1, 1975. We are still in the process of contacting our exes. This year was the first year out of school for these students. Many are still close to home and easy to contact. They are still basically in contact with the school.

1973 graduates = 85.5% Last year we were able to contact 91.8% of these exes. This is a decrease of 6.3%. We feel this is due to another years absence of school. Some have gotten married and moved away, some have gone to college for their second year, and some are just not interested. We expect to lose more next year and then it should level off.

1972 graduates = 64.8% Last years return for this group of exes was 51.4%. This is an increase of 13.4%. We view this with an air of encouragement. Next year we hope to be able to see a pattern, where the students leave, still interested in school, the next year we lose a few more on returns, then the third, fourth, and fifth years they are more willing and mature to help. They can see and realize the true importance of Weatherford High School. This is strictly a hypothesis at this time, but we believe it will be true.

In looking at the breakdown of each class, comparisons are hard to make and possibly are not valid due to the many variables, change in percentages, students returning feedback, and so forth. However, we will attempt to look at some. Looking at the 1974 graduates, with a 94.3% return, or contact, we have the following data:

Going to school full-time - 32.9%
Going to school and working - 24.8%
Employed full-time in permanent type jobs - 23.2%
Unemployed - 2.4%
Out of labor force - 3.7%
Military - 7.3%
Unknown - 5.7%

The charts at the end of this report give the breakdown and percentages of the academic students as compared to the vocational students.

The 1973 graduates with a feedback of 85.5% shows the following:

Going to school full-time - 26.4%
Going to school and working - 16.8%
Employed full-time - 28.4%
Unemployed - 2.9%
Out of labor force - 5.3%
Military - 5.8%
Unknown - 14.4%

The comparison of this years results, with last years results, broken down by vocational and academic results are shown by charts at the end of this report.

The data from the 1972 graduates is:

Going to school full-time - 17.2%
Going to school and working - 8.4%
Employed full-time - 25.9%
Unemployed - 1.7%
Out of labor force - 5 %
Military - 6.7%
Unknown - 35 %

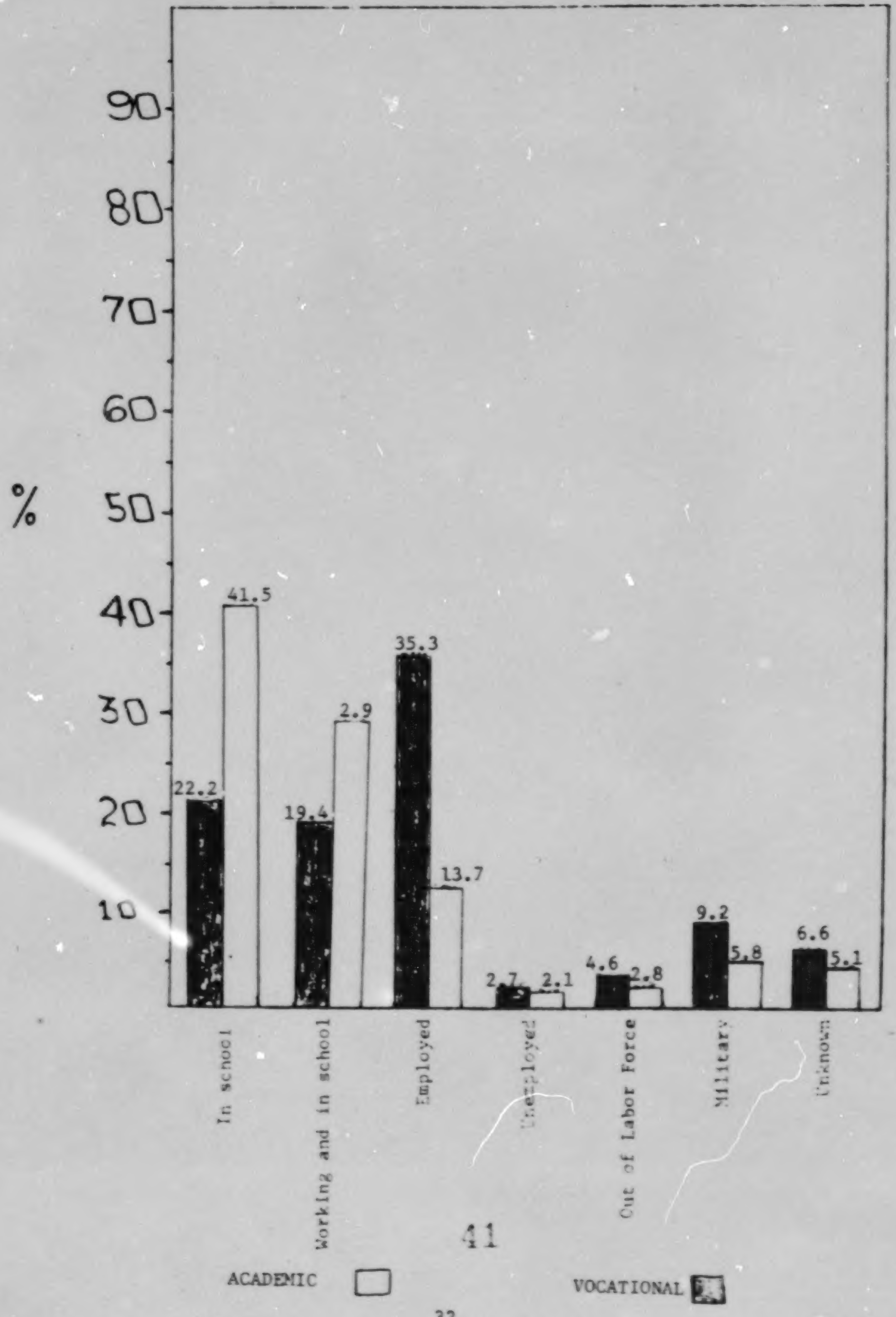
Last years results are also attached at the end of this report.

On the questionnaire sent to each ex-student there is a question asking them for their comments, ideas, thoughts, etc., concerning Weatherford High School. These comments have been arranged into four areas; General - which will concern all phases of education and not just one specific area; Academic; Vocational; and Guidance - which does not necessarily mean counselors, this means teachers, administrators and all persons concerned. These comments by category, and by year, are attached at the end of this report.

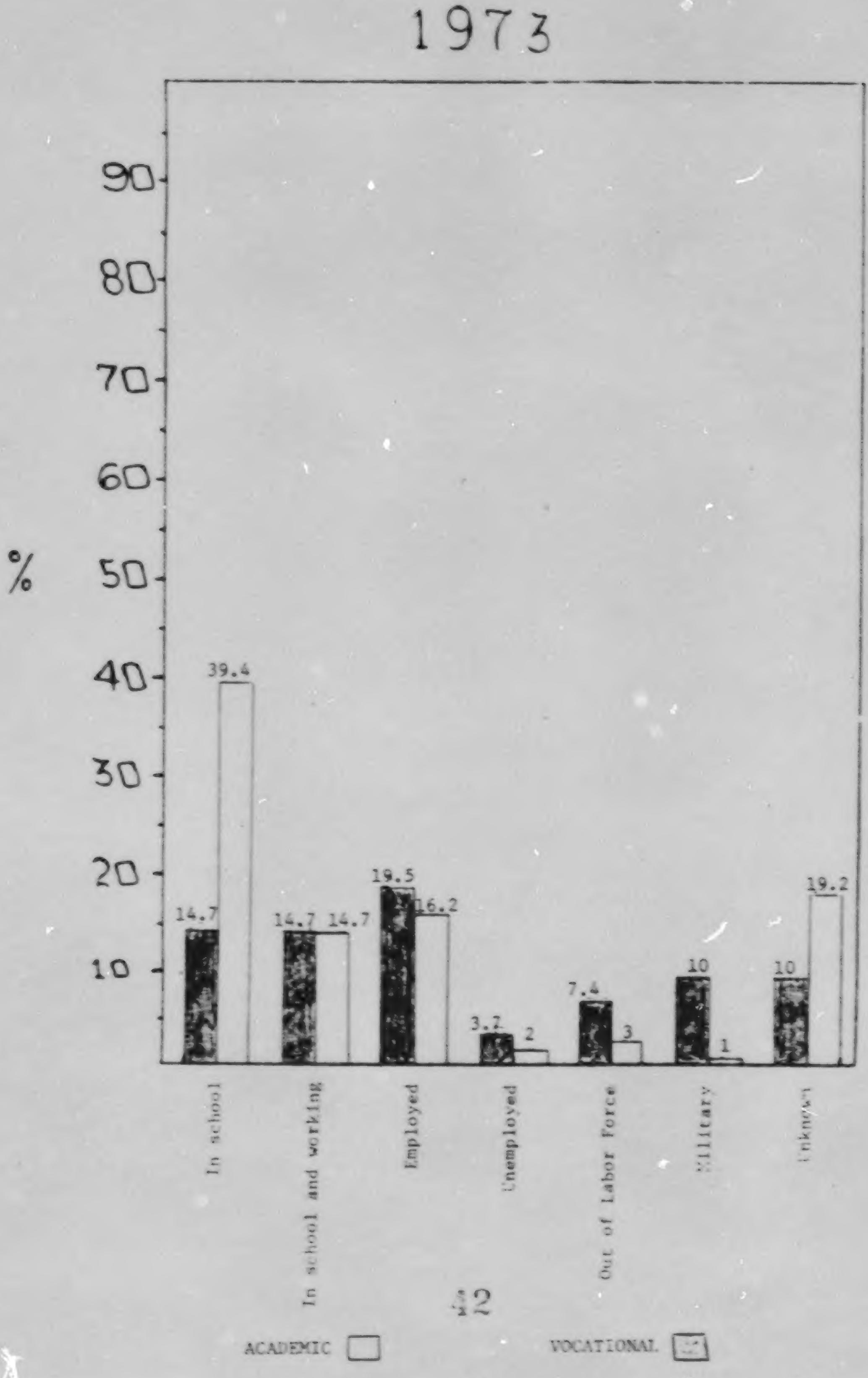
One question not covered by charts, comments on this report thus far is: "Did your school training prepare you for what you are doing?" The response to this question was 74% of the 1974 graduates answered 'yes' and 26% answered 'no'. Compared to the results of the 1973 graduates for the last two years, there were 66% answering 'yes' and 34% answering 'no'. We are hoping that the difference of these two years might be because of the changes that have already taken place at Weatherford High School, due to suggestions and ideas that are continuously being used.

In summary, we feel that this program will be valuable not only in supplying data and ideas, but by results. Accordingly, we are already on our way.

1974

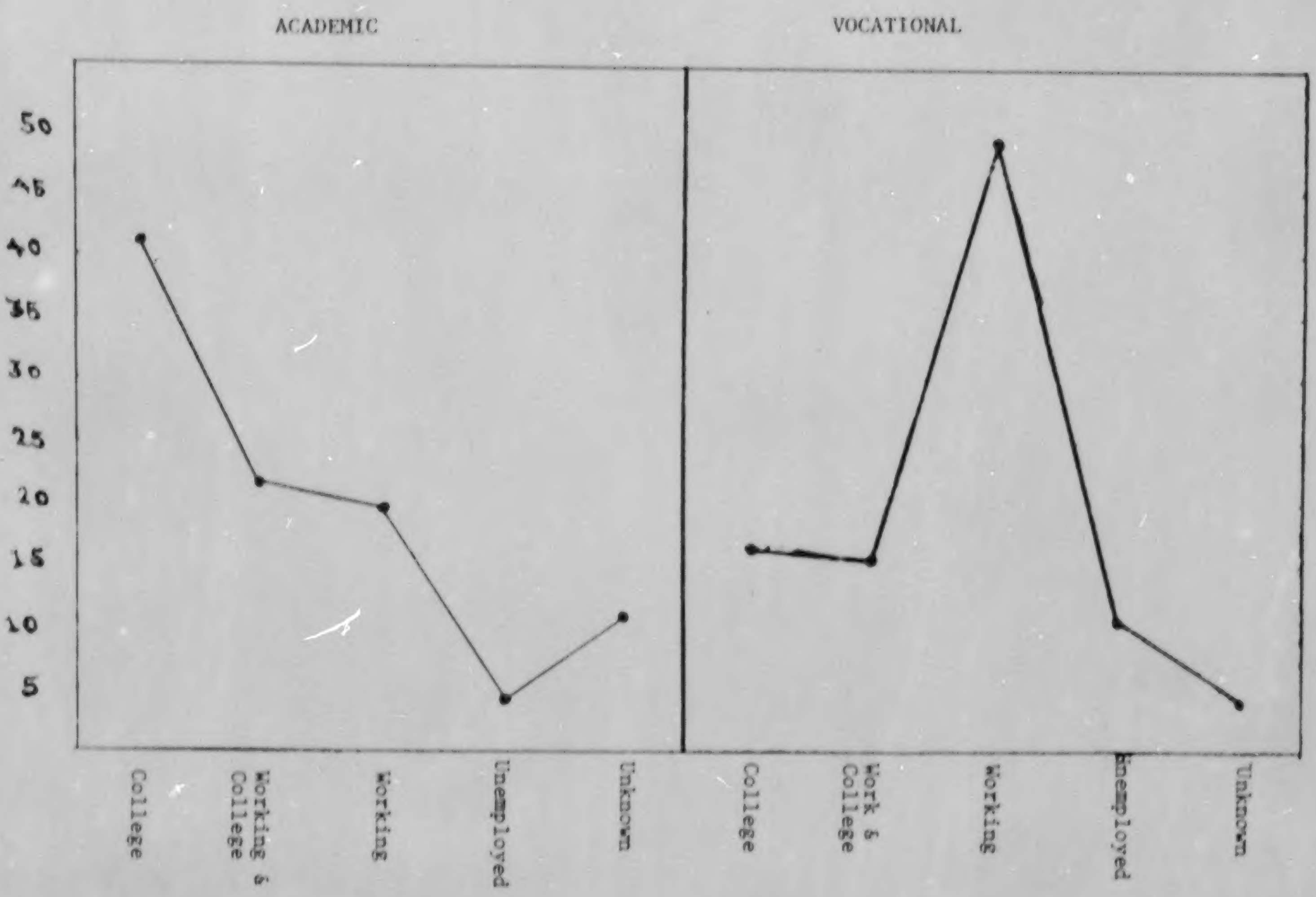


%
90
80
70
60
50
40
30
20
10
22.2
41.5
19.4
2.9
35.3
13.7
2.7
2.1
4.6
2.8
9.2
5.8
6.6
5.1
In school
Working and in school
Employed
Unemployed
Out of Labor Force
Military
Unknown
ACADEMIC ☐
VOCATIONAL ■


1973
%
90
80
70
60
50
40
30
20
10
14.7
39.4
14.7
14.7
19.5
16.2
3.7
2
7.4
3
10
1
10
19.2
In school
In school and working
Employed
Unemployed
Out of Labor Force
Military
Unknown
ACADEMIC ☐
VOCATIONAL ▨

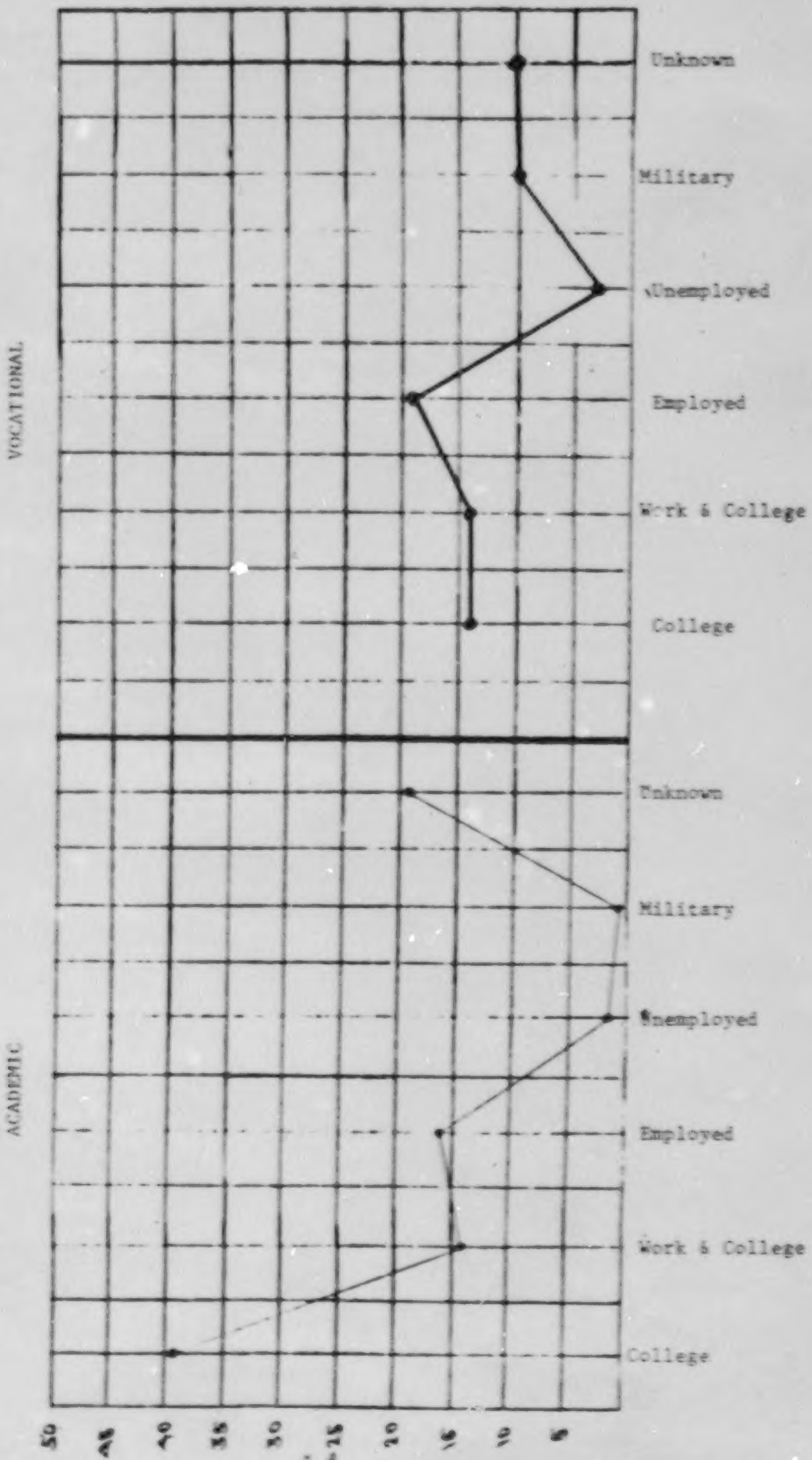
May 1975

1973

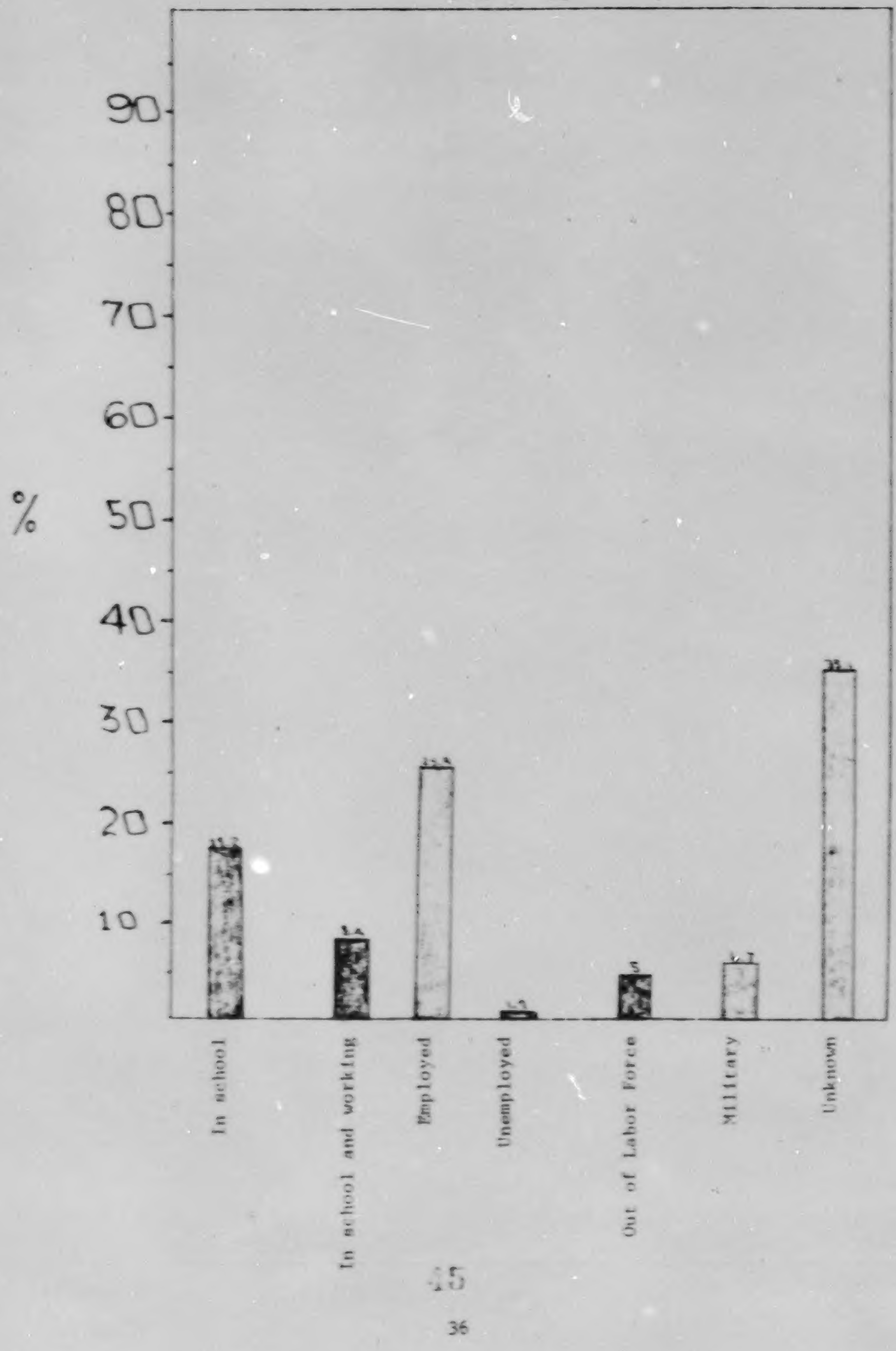


May 1975

1973



1972


%
90
80
70
60
50
40
30
20
10
5
In school
In school and working
Employed
Unemployed
Out of Labor Force
Military
Unknown

64.8%

FOLLOW-UP TABULATIONS

May 1975

1972

NAME	IN SCHOOL		EMPLOYED	UNEMPLOYED	OUT OF LABOR FORCE	MILITARY	UNKNOWN
239	41	working 20	62	4	12	16	84
	17.2%	8.4%	25.9%	1.7%	5%	6.7%	35.1%

51.4%

FOLLOW-UP TABULATIONS

1972 March 1974

NAME	IN SCHOOL	EMPLOYED	UMEMPLOYED	OUT OF LABOR FORCE	MILITARY	UNKNOWN
239	50	41 full-time	2	11	6	116
		13 part-time		married		
	20.5%	22.6%	.8%	4.6%	2.5%	49%

COMMENTS

GENERAL

1973 Graduates: 1974

1. Make the students more responsible.
2. Need more music courses.
3. Less emphasis on Vocational Training and more on graduate studies.
4. W. H. S. is too conservative and restrictive, such as dress code.
5. School system is getting better all the time.
6. Have tours of businesses and jobs where manual labor is done.
7. Students should be exposed to a college atmosphere sooner.
8. Books should be more liberal.
9. The school has done a good job of being fair and impartial to students.
10. Get the students involved in the community as much as possible.
11. Treat the students as adults.
12. Should have more advanced classes.
13. More business courses.

1973 Graduates: 1975

1. Should offer more varied programs so that students can find where their interests lie.
2. More independence and self reliance stressed by a closer working conditions with students.
3. The school should be very concerned with their present and future teachers and with their progressing too fast the curriculums of teaching.
4. Show kind - people actually working instead of just telling them a list of their duties.
5. High school environment should not be so rushed
6. Less emphasis placed on discipline, dress code, smoking rules, etc.
7. Break down class into more specific catagories of specialized branches.
8. Longer than 30 minutes for lunch.
9. Students should not be exempt.
10. High schools program is great.
11. Allow more freedom of choice of subjects.
12. None of your business. Do not send any more letters for they will be thrown into the trash.

COMMENTS
(Cont.)

1974 Graduates: 1975

1. Prepare the students more for studying in college.
2. Students do not receive enough freedom.
3. Teachers should be more strict.
4. Emphasize as a part of the high school program, a unit, within each course of study on self expression.
5. The present school system is fine.
6. Less restrictions regarding hair and dress code.
7. More student activities.
8. Involve more people in sports.
9. Girls should have more opportunity to do hard manual labor.
10. More field trips should be taken.
11. Higher standards should be impressed upon the students.

ACADEMIC

1973 Graduates: 1974

1. Should have a course in Calculus.
2. More courses in music, art and P.E.
3. A deeper study in Botany and Zoology, a class in Ornamental Horticultural, more enthusiasm on a higher education instead of dress code.
4. Senior English should be required.
5. Should have only one-half year of government.
6. Need stronger programs in languages, fine arts, journalism, government, social and behavioral sciences.
7. Students should be taught note taking and things that it takes to survive in college.

1973 Graduates: 1975

1. Any additional music curriculum would be helpful.
2. Improvements are really needed in government and writing courses.
3. More emphasis on English literature.
4. New systems in accounting should be introduced.
5. A better chemistry section - more library activities.
6. Add a Sociology class.

COMMENTS
(Cont.)

1974 Graduates: 1975

1. Should have an elective course in speed writing.
2. More Social Services and plenty of science and math courses.
3. More experienced math teachers should be hired.
4. Better lab for science.
5. More courses in composition.
6. Offer more in depth music program.
7. Encourage students to get a good English background.
8. The foreign language department is lacking in every way.
9. Teach more abcut contracts, renting and other aspects of business world.

VOCATIONAL

1973 Graduates: 1974

1. For those interested in medical fields a program of this type should be offered.
2. Vocational courses are very good.
3. More cooperation with vocational classes and more emphasis on higher education.
4. Additional Vocational courses.

1973 Graduates: 1975

1. Courses for those interested in the medical field.
2. Electronics course would be helpful.
3. High School course in computer training.
4. Less school classroom and more on job training.
5. Vocational commercial art would be helpful.
6. More vocational courses.
7. Classroom drafting typical of that on a job. Work experience for 2nd year students.
8. D.E. program is very good.
9. I took cosmetology but it did not help much.

COMMENTS
(Cont.)

1974 Graduates: 1975

1. More vocational courses.
2. Building trades class should be changed or improved.
3. Less restriction on the individual, more courses preparing the non-college bound student for a vocation.
4. No time limit should be put on co-op programs, so the student would not lose his job at the end of the school year.
5. The VOE program is very beneficial.
6. Better jobs for vocational students.

GUIDANCE

1973 Graduates: 1974

1. Encourage students to attend college.
2. Get the students to think about a career.

1973 Graduates: 1975

1. A better counseling system.
2. A better drug program is needed.
3. Teach students to be more independent.
4. Prepare the students more to deal with people and experiences.
5. Prepare students for college.
6. Counselors failed to make me aware of what subjects I needed to prepare me for college.

1974 Graduates: 1975

1. Counseling department should be more informed.
2. College orientation should begin in the freshmen or sophomore year.
3. More stress should be made on what students will be doing after graduation.
4. Closer relationship to pupils just entering high school.
5. Career Education will make students aware of what kind of job they want.
6. More emphasis on work instead of college.
7. Better communication between Career Education organization and the over all student body.

THREE-YEAR FOLLOW-UP SUMMARY

Weatherford Independent School District

Summary of All Students

May 1975

CLASS OF	1971-1972	1972-1973	1973-1974
TOTAL NUMBER IN FOLLOW-UP	239	208	246
VOCATIONAL STUDENTS		109	108
ACADEMIC STUDENTS		99	138
IN SCHOOL	41	55	81
VOCATIONAL STUDENTS		16	24
ACADEMIC STUDENTS		39	57
IN SCHOOL & WORKING	20	35	61
VOCATIONAL STUDENTS		16	21
ACADEMIC STUDENTS		19	40
EMPLOYED	62	59	57
VOCATIONAL STUDENTS		43	38
ACADEMIC STUDENTS		16	19
UNEMPLOYED	4	6	6
VOCATIONAL STUDENTS		4	3
ACADEMIC STUDENTS		2	3
OUT OF LABOR FORCE	12	11	9
VOCATIONAL STUDENTS		8	5
ACADEMIC STUDENTS		3	4
MILITARY	16	12	18
VOCATIONAL STUDENTS		11	10
ACADEMIC STUDENTS		1	8
UNKNOWN	84	30	14
VOCATIONAL STUDENTS		11	7
ACADEMIC STUDENTS		19	7

Results and Accomplishments

The most significant singular accomplishment in the second year of activities was the completion and dissemination of curriculum guides written for grades K-7. Each teacher in the Weatherford Independent School District was furnished with guides according to the grade levels being taught.

Grade level meetings were held by the Awareness Coordinator for all teachers in those respective grades to familiarize them with how best to use the guides and utilize the materials referenced in them.

These first guides are part of a pilot program and are to be evaluated by the using teachers. As a result of their evaluations, the guides will be refined and written in finished form during the summer of 1975.

The introduction of a "Career Corner" at the Weatherford High School represented a promising innovation which enabled students the opportunity to research Career Education information. A counselor located nearby was available at scheduled periods to assist students.

Career Education resource materials, field tested the first year of Project RACE, were placed in designated areas of the four elementary schools and the middle school by the Career Awareness Coordinator and the Elementary Counselor. Teachers in each of the schools were furnished with a list of these materials.

The completion of a senior handbook titled, "After High School, What?" prepared by the high school counselors furnished basic information about opportunities for graduates and how to take advantage of those opportunities. The handbooks were distributed to all of the graduating seniors and will be available for future graduates.

Career Education material was purchased by the Exploratory and Employability Skills Teacher for use by students and teachers at Weatherford High School. These items were displayed for teachers to examine on an in-service day. Many teachers responded by requesting and using these materials in class.

Response to the mini-course taught by the Exploratory-Employability Skills Teacher has gained momentum as students become more aware of their need for practical information required to meet the demanding world of work which they are preparing to enter.

Evaluation of the Project

The evaluation of Project RACE was made in its second year of operation in accordance with a plan submitted to the United States Office of Education by Development Associates Incorporated of Washington D. C. This plan is titled "Draft Guidelines for the Evaluation of Career Education Programs". According to Development Associates Incorporated, the primary purpose of the plan is to provide information to project managers and policy makers at the local level to assist them in evaluating their efforts in Career Education and to provide national policy makers with essential information.

"At the broadest level, there are four phases in evaluating any program: specifying what is to be evaluated; designing the evaluation plan; implementing the plan; and reporting the findings."

The Weatherford Independent School District acted in accordance with instructions from the United States Office of Education and prepared a statement of work and an overview of Project RACE. These instruments were sent out to evaluators along with requests for bids to several evaluators. After considering the bids received, Educational Services Incorporated of Waco, Texas was selected to evaluate the program. The evaluation prepared by Educational Services Incorporated is included in this report

Conclusions and Recommendations

The increase in usage of the curriculum guides by the teachers in the elementary schools and the middle school from the beginning of the 1974-75 school year to near its end gives a strong indication that exposure to the concepts of Career Education over a relatively brief period of time to a teaching staff will make them aware of the value of those concepts to themselves and their students. Familiarization with the curriculum guides and the resource materials which they referenced were goals that had to be achieved by the teachers before they could understand the value of these instruments to their classroom teaching. Many of the teachers were very successful in adapting their academic disciplines to the outlined plans of study in the curriculum guides. In doing this, they were able to relate the subject matter being taught to the world of work in which that subject matter must eventually find its place. Students were made aware of the relativity of the subject matter being taught to the real world of practical usage.

The curriculum guides can be practical tools in the hands of teachers to provide guidance and understanding that will help to lead students into realistic career making decisions.

It is anticipated that Career Education will have a greater impact on the teaching staff and the student body in the coming year than it had in the past. The staff of Project RACE had to implement pilot programs in the first two years of operation that covered a wide spectrum of educational concepts. These concepts were relatively new to the faculty, students and the community. They have now become rather widely accepted as meaningful and useful concepts. The introductory phases of Career Education have been completed. Next year should be one of complete integration and solidification.

The value of guidance and counseling at the elementary, middle and high school levels has been recognized by parents, teachers and administrators as more planned and individual attention can be given to students who are seeking answers to individual problems and guidance in making career decisions. Counselors at each of these levels have proven the need for expanded counseling programs as they have provided service to a very large student population. An increase in the number of counselors, especially at the elementary school level, would be advisable as one counselor for four schools has a most difficult job to accomplish.

The Placement and Follow-Up Coordinator acts as an extension to the high school counseling program and has become a valuable asset to the students and the community by providing both full-time and part-time jobs. The follow-up work being conducted should lead to recommendations for changes to the academic curriculum that will make the educational processes more meaningful in the Weatherford Independent School District.

The Exploratory and Employability Skills Teacher has been most successful in providing opportunities for students to have firsthand experiences with occupations in which they are interested. They have also been given instructions about the procedures to follow in finding employment and keeping a job after they have become employed. This component of Project RACE has been outstanding in achieving the goals it was established to achieve.

Project RACE has made some very important and meaningful contributions to all grade levels in the school district and in the community which gives its support to the school. These contributions have been described in detail in other parts of this report. The contributions are recognized by administrators of the schools and the Board of Education. Much of the success of this program can be contributed to the strong endorsement and support given by the Superintendent of Schools and the Board of Education.

APPENDIXES

APPENDIX A

ELEMENTARY AWARENESS GUIDELINES

CAREER EDUCATION SPEAKER EVALUATION REPORT

TEACHER: ____________________ SCHOOL: ____________________

NAME OF SPEAKER: ____

DATE: ____________________

1. Did the speaker give the desired information? ☺ 😐 ☹
2. Was the speaker's presentation on your student's level? ☺ 😐 ☹
3. Were the student's interested enough to ask questions? ☺ 😐 ☹
4. Were arrangements properly made? ☺ 😐 ☹
5. Did you feel that your objectives were accomplished? ☺ 😐 ☹
6. Would you recommend this speaker for other groups? ☺ 😐 ☹

OTHER COMMENTS: ____

____

____

____

____

____

____

CAREER EDUCATION STUDY TOUR EVALUATION REPORT

TEACHER: ______________________ SCHOOL: ______________________

PLACE OF VISIT: ______________________

DATE OF VISIT: ______________________

1. Was information supplied by the company useful to students?	☺	😐	☹
2. Were students allowed to ask questions?	☺	😐	☹
3. Did guide or representative communicate with the students?	☺	😐	☹
4. Were arrangements properly made?	☺	😐	☹
5. Did you feel that your objectives were accomplished?	☺	😐	☹
6. Should this trip be recommended to others?	☺	😐	☹

OTHER COMMENTS: ______________________

STUDENT STUDY TOUR EVALUATION

STUDENT'S NAME: ____

SCHOOL: ______________________________ GRADE: ________________

1. Where did you go? ____________________________________

2. Would you like to work at any of the jobs you were shown or told about?

   ☺ 😐 ☹

3. Did you enjoy your tour?

   ☺ 😐 ☹

   Why? ____

   ____

   ____

   ____

4. Did you see anything that you didn't know about before?

   ☺ 😐 ☹

   What? ____

   ____

   ____

   ____

5. Would you like to say anything else about your visit? ____________

   ____

   ____

   ____

   ____

A LISTING OF SUGGESTED ACTIVITIES

These study tours and speakers are ones suggested in the Career Education Curriculum Guides for specific units. If you wish to make other trips or invite additional resource speakers, please feel free to do so after you have checked to be sure that they do not conflict with areas of study from other grades. Unit titles and numbers have been added to the list to aid you in finding suggested learning activities intended to reinforce these events. There are a few overlapping activities. When this occurs, you might find it advantageous to check with your students to discover if they have already been exposed to this learning experience and/or to make alternate plans.

UNIT TITLE	NUMBER	SUGGESTED STUDY TOUR
	KINDERGARTEN	
Make Way For Houses!	8	Construction Site-Ground Preparation
Who Is That?	12	School Nurses's Office
Where Is My Tooth	16	Dentist's Office
Route of the Valentine	17	Post Office
Rain, Rain Go Away	18	Weather Station
Match Me	21	Newspaper
What's An Office	22	Bank, Insurance Office or Real Estate Office, and/or School Office
Come to the Theater	23	College Music and Art Departments
"Cow Hands" - Name and Say	24	Ranch
Let's Go to the Farm	26	Dairy Farm, Agriculture Farm, Fruit Farm, Gas Well, Seed and Feed Store, Implement Store, Packing Plant, Veterinary Clinic
For the Good of Us All	27	School Building, Police Station
Save the Birds	28	Parks and Nature Trails (Holland's Lake)
What Can I Do Now?	29	Bus Tour to Observe: Holland's Lake, Railroad Museum, Cherry Park, Municipal Swimming Pool, Public Library, YMCA, Movie Theater, Baseball Fields, Church Vacation Schools, Weatherford Lake

		SUGGESTED SPEAKERS
How Do We Come to School	2	School Bus Driver, Scouts
Going to the Dogs!	5	Dog Trainer
Save the Birds	28	Game Warden
What Can I Do Now?	29	Community Education Director

FIRST GRADE

UNIT TITLE	NUMBER	SUGGESTED STUDY TOUR
Fire Fighers	32	Fire Station
Let's Take a Trip	34	Coca Cola Bottling Company
A Stitch in Time	35	Clothing Factory
Mail Call!	36	Post Office
Forester	38	Nature Study Walk
Let's Stay Healthy	39	Local Hospital Emergency Room (This trip is extremely difficult if not impossible to achieve.)
That Will Be Cash	46	Grocery Store
Pat-a-Cake, Pat-a-Cake	47	Bakery
Fishing Frolics	50	Salt Water Aquarium
Blastoff!	53	Pate Museum of Transporatation
The Zoo Keeper	58	Forest Park Zoo
High Finance	60	Bank

		SUGGESTED SPEAKERS
Let's Take a Trip	34	School Bus Driver
Let's Stay Healthy	39	School Nurse
Healthy Helpers	42	School Nurse
Law Enforcement Workers	40	Police Officer
Curtain Time	52	High School Drama Student
Watch That Thumb	57	Carpenter

SECOND GRADE

Hold That Pose!	1	Photographic Sight Seeing Tour
Quiet, Please!	2	Public Library
The Pet's Best Friend	5	Veterinary Clinic
Careful! Wet Paint	6	Building Center (Lumber Yard)
You Are What You Eat	7	School Kitchen Facilities
What's Your By-Line?	9	Local Newspaper
Mirror, Mirror on the Wall	16	Cosmetology School
Hello, Boys and Girls	22	Senior Citizens Fair
Fill 'Er Up	26	Service Station

		SUGGESTED SPEAKERS
Quiet, Please!	2	School Librarian
Anchors Away!	3	Navy Recruiter
The Pet's Best Friend	5	Veterinary
Careful! Wet Paint	6	Painter or Painter's Helper
You Are What You Eat	7	School Lunchroom Personnel
What's Your By-Line?	9	News Reporter
The Weather Forecast Is	12	Local Weather Watcher
Rodeo Time	14	Rodeo Clown or Entertainer
Take a Letter, Please	19	Secretary

-continued-

SECOND GRADE

UNIT TITLE	NUMBER	SUGGESTED SPEAKERS
Rock Hounds	20	Rock Hound
Hello, Boys and Girls	22	4-H Members, County Home Demonstration Agent, Extension Home Economist, Home Demonstration Club Representative
Keep Those Wheels Rolling	24	Automotive and Diesel Mechanic
Be My Buddy!	25	Scuba or Skin Diver

THIRD GRADE

		SUGGESTED STUDY TOURS
Hitch Your Wagon to a Star	31	Nearest Available Churches
May I Help You, Please?	34	Supermarket, Creamery
Tooling Down the Highway	35	Truck Terminal
Toiling the Soil	39	Nursery

		SUGGESTED SPEAKERS
Long May it Wave	27	Scouts
One, Two, Three	30	School Secretary
Next?	33	Barber
Hello! Operator	38	Telephone Installer
"Making It" Big	41	High School Baseball Coach

FOURTH GRADE

		SUGGESTED STUDY TOURS
Work or Play Day by Day	3	Local Recreational Area
Window of the World	5	TV or Radio Station
Number Sense	7	Local Businesses Using Math Skills
Pretty Petals	11	Florist Shop
Mysteries of Marine Life	12	Aquarium
Working With Machines	14	Observation of Machines Around School and Area, High School Vocational Department
How Does It Strike You?	15	Electrical Company or Shop, Building Site for Electrical Wiring
Over Our Heads	18	Lumber Company and/or House Under Construction
Black Gold	21	Local Oil Well, Oil Company, Production Distributor, Service Station
All for One and One For All	25	Cafeteria, Water Purification Plant, City Dump-Landfiller, City Parks
Launch a Lunch	27	School Lunchroom
Million Dollar Smiles	28	Dentist Office

FOURTH GRADE

UNIT TITLE	NUMBER	SUGGESTED SPEAKERS
Window of the World	5	Newscaster
Fun In the Making	6	High School or College Drama Student
Pretty Petals	11	Local Garden Club
How Does It Strike You?	15	Senior Citizen on Changes and Growth in Community
On Cloud 9	16	Pilot
Bit 'O the Big	24	Government Worker
All For One and One For All	25	Community Worker
Million Dollar Smiles	28	Dental Specialist

FIFTH GRADE

		SUGGESTED STUDY TOURS
Clean Air for Life	38	Log Cabin Village, Holland's Lake Double Log Cabin
Don't Be a Square (A World of Patterns)	39	Garment Manufacturing Industry

		SUGGESTED SPEAKERS
Who Am I?	29	School Counselor
Halt On One Bell	30	Fire Chief, Policeman
Special Eye Care	32	School Nurse, Blind Person
Veteran's Day	33	Armed Service Recruitor
A Diet to Live With	35	Lunchroom Manager
She Wears a Blue Bonnett	36	Game Warden
Changing Times	37	County Clerk or Land Lawyer, Representative From American Cancer
Clean Air for Life	38	County Agent, Game Warden
Keep in Touch	40	Postal Service Employee

SIXTH GRADE

		SUGGESTED STUDY TOURS
Recycling and Scrambling	15	Sewage Recycling Plant
Good Morning Sunshine!!	17	Mineral Wells Airport Weather Bureau

		SUGGESTED SPEAKERS
Type, Type, Type, Type	1	Business Office Worker
Rich Man, Poor Man, Begger Man	6	Peace Corps
Skipping the Country	7	Travel Agent
Lost	8	Cartographer
Clicking With Computers	10	Computer Programmer
Hammer Your Way Up the Ladder	11	Construction Worker

-continued-

SIXTH GRADE

UNIT TITLE	NUMBER	SUGGESTED SPEAKERS
Good Morning Sunshine!!	17	Meteorologist
The Care and Feeding of Your Axe; The Instrumental Repair	19	Instrument Repairman
What Does He Know Anyway? The Music Critic	22	Music Critic, Newspaper Reporter
Shutterbugging is Not a Dance	26	Photographer

SEVENTH GRADE

		SUGGESTED STUDY TOURS
Edifices Have Nothing to Do With Eating	35	Parker County Home Tour
"Developing" With Photography	48	Kodak Development Labs in Dallas, Audio Visual Department of a University
Would Michelangelo "Make It" Today?	49	Stain Glass Studio
Flowers and Fields---Floral Designer and Landscape Architect	50	Floral Shop, Landscape Architect's Business

		SUGGESTED SPEAKERS
Not the Garden Variety Bookworm	28	Librarian
The Five Senses Minus One or Two	29	Sign Language Expert, Voice Vibration and/or Lip Reading
Edifices Have Nothing to Do With Eating	35	Architect
County Agricultural Agent	36	County Agent (Agricultural)
Letters From Home	38	Postal Employee
"Here's Looking at You" - Careers in Microscopy	39	Medical Lab Technician
Department of Health	42	Communicable Diseases Expert, Public Nurse
The Conductor	43	Music Conductor
Could You Make it as a Star?	44	Studio Music Teacher, Professional Musician, Booking Agent for Musical Artists
Flowers and Fields---Floral Designer and Landscape Architect	50	Garden Club Representative
Cartooning is Funny Business	51	Cartoonist
"Chow"	55	American Airlines, Dietitians
In the Vogue	56	Pattern Designer
Hammering and Sawing	57	Furniture Maker and/or Designer
Is a T-Square Square?	58	Drafting

APPENDIX B

OCCUPATIONAL INVESTIGATION RESOURCE MATERIALS

Films: Career-Oriented

Name	Producer & Release Date
Find Yourself, Then Your Job	DOUBLE, 1970
Making It In The World Of Work	FLMFR, 1972
Careers: Communications	DOUBLE, 1969
Jobs In The City: Mass Media	CENTEF, 1972
The Business Office: Making Things Happen	ALTSUL, 1970
Office Practice: Your Attitude	CORF, 1972
Vocations In Agriculture	JOU, 1965
Careers In Agri-Business	DOUBLE, 1969
What Ecologists Do	CEF, 1971
Man's Impact On His Environment	MLA, 1969
Money In The Bank & Out	DF, 1965
Careers: Sales	DOUBLE, 1969
Man Invades The Sea	ABCTV, 1967
A Fortnight At Nine Fathoms	HEARST, 1971
Moment Of Decision	SAUM, 1967
It Could Be You: Marketing & Distribution	
Careers: Technicians	DOUBLE, 1969
Do You Want To Be A Home Appliance Technician	
Careers In Engineering	SF, 1973
Is A Career In The Service Industries For You?	COUNFI, 1972
Is A Career In Machining For You?	AIMS
State Trooper	MSDPS
Careers: Government Service	DOUBLE, 1969
Forest Ranger	EBF, 1954
Modeling Careers	HALWYN, 1971

Cooks & Chefs	NATL A.V. CENTER, 1968
Is A Career In The Motel Or Hotel Business For You?	COUNFI, 1972
Modern Innkeepers	GREAT PLAINS
Careers: Leisure Industries	DOUBLE, 1969
Unusual Photography	SND
Is A Career In Radio Television For You?	COUNFI, 1972
Jobs In Health	SF, 1970
Laboratory Technicians	CANCER SOCIETY
Careers: Health Services	DOUBLE, 1969

Films: Guidance-Oriented

Inside/Out: Yes I Can	NITC, 1973
Leo Beuerman	CENTRON, 1970
And Then It Happened	SO/STAR, 1972
Social Security	
Inside/Out: Strong Feelings	NITC, 1973
Inside/Out: But Names Will Never Hurt	NITC, 1973
Inside/Out: Living With Love	NITC, 1973
Almost Everyone Does	WOMBAT, 1970
Inside/Out: How Do You Show?	NITC, 1973
Inside/Out: I Dare You	NITC, 1973
Inside/Out: Buy & Buy	NITC, 1973
Inside/Out: When Is Help	NITC, 1973
Inside/Out: Bully	NITC, 1973
Inside/Out: Breakup	NITC, 1973
Career Awareness: Why Work?	
Finding The Right Job	CORF, 1949
Inside/Out: But They Might Laugh	NITC, 1973

Books, Pamphlets, Magazines

Name	Publisher
Opportunities in Journalism Careers	
" " Environmental Careers	
" " Machine Shop Trades	
" " Oceanographic Careers	
" " Foreign Service	
" " The Textile Industry	
" " Foreign Language Careers	
" " Photography Careers	
" " Advertising Careers	
" " Travel Careers	
" " Recreation & Outdoor Education	Vocational Guidance Manuals Universal Publishing & Distributing Corp.
Pick Your Job--And Land It	Prentice-Hall, Inc.
Careers in Agribusiness & Industry	The Interstate Printers & Publishers, Inc.
Your Attitude Is Showing & Workbooks	Science Research Associates, Inc.
Strategies For Implementing Work Experience Programs	
Succeeding In The World Of Work	
Activities For Succeeding In The World Of Work	McKnight & McKnight
Collier's Encyclopedia	Crowell Collier & MacMillan, Inc.
Handbook Of Job Facts	Science Research Associates, Inc.
Occupational Outlook Handbooks	U. S. Department of Labor, Bureau of Labor Statistics
Career Education In The Environment	Olympus Research Corporation
Planning Your Career, Vol. I	
Careers & Occupations, Vol. II	Doubleday & Company, Inc.
Dictionary Of Occupational Titles Vol. I & II	U. S. Department of Labor
The Winston Senior Dictionary	The John C. Winston Company
Jobs In Fine Arts & Humanities	Lothrop, Lee & Shepard Company
Getting A Job	Fearon Publishers
Popeye Comic Books	King Features
Career World Magazine	Curriculum Innovations, Inc.
Vocational Biographies, Set ABC	Vocational Biographies

Bulletin Board Bonanza	Career Education Sand Springs, Oklahoma
Career Choice & Preparation	Interstate Printers & Publishers
An Exciting Business Career Awaits You	
Kuder E Aptitude Tests	
Successful Devices in Guidance & Counseling	J. Weston Walch
Career Information Handbook	Texas State Technical Institute
An Analysis Of The Fifteen Occupational Clusters Identified By The U. S. Office of Education	Grayson County College
150 Teachers In Their Own Specialty	Weatherford Independent School District

Filmstrips, Cassettes, Posters, Kits

Name	Publisher
Seven Kits of Career Cassettes & Filmstrips	Bowmar, Inc.
Transparencies on Guidance, Testing & Looking For A Job	Creative Visuals
Teen Etiquette Series Cassettes & Filmstrips	Learning Arts/MacGraw-Hill
Chronicle Guidance 3-in-1 Service (Posters, Occupational Briefs & Filing System, etc.)	Chronicle Guidance Publications, Inc.
Career Clusters & The World Of Work Cassettes & Filmstrips	Educational Properties, Inc.
Fourteen Cassettes & Filmstrips on Choosing A Career & Different Occupations	Art & Design Filmstrip Productions
How To Study & Why Cassettes	G. C. Voith
Careertapes - Cassettes	McMillan Publishing Company, Inc.
Vocational Decisions Cassettes & Filmstrips	Singer SVE
Career Development Laboratory Cassettes	Educational Progress Corp.
Occupational Exploration Kit	Science Research Associaties, Inc.
Career Games Laboratory	Educational Progress Corp.
Overview of Bank Services Filmstrips	Texas Bankers Association

KZEE Radio Station Cassette & Slides	Carl Singer, Former Manager
Fascinating World of Work Career Awareness Series Cassettes & Filmstrips	School Library
Coach McCutcheon Interview Cassette	Student Made
Poster Series: Fashion Careers	
" " Careers In Home Economics	
" " Careers In Art	
" " Opportunities In Retailing	
" " Careers In Music	
" " Health Careers	
" " Careers In Athletics	
" " Careers For Good Speakers	
" " Secretarial Careers	J. Weston Walch
Slides on Vocational Opportunities In High School	Jack Vereen & Dennie Richardson Weatherford Independent School District

APPENDIX C

EXPLORATORY AND EMPLOYABILITY SKILLS COMPONENT

Name:____

Age:__________ Phone:______________________

Address:____

____

Parent's Name:____

What will be your choice for an occupation?______________________

____

Would you be interested in observing for a day, a person in this occupation?____________________

How do you think observing this career would benefit you?

____

____

____

Please return this form to:

Mrs. Anderson
Career Education
Mobile Home

STUDY TOUR EVALUATION FORM

Please answer each of the following questions and statements. All answers are anonymous. Information gathered will be used by the career education staff to assess the effectiveness of this study tour.

1. Was this study tour worthwhile?

   Yes_____ No_____

2. Were you given any advance information on this study tour by your subject teacher?

   Yes_____ No_____

3. Was this study tour discussed in class the following school day?

   Yes_____ No_____

4. What was the most outstanding observation you made during this study tour?

5. What did you dislike about the study tour?

6. Would you recommend this study tour for other classes?

   Yes_____ No_____

September 16, 1974

Dear Parent or Guardian:

This year the Career Education Department at Weatherford High School is implementing an Exploratory Program for the benefit of senior students who will be faced next year with the option of continuing their formal education or pursuing a career in the world of work. We hope to give these students an opportunity to observe for a day a career of their choice in action.

If your son or daughter expresses an interest in this program and you are desirous of them pursuing that interest, we will assign them to work with or observe a person who is actually performing the kind of work in which the student is interested. He/she will be responsible for his/her transportation to and from the place of business where observation is to take place.

We must have your permission to pursue this activity; therefore, we will ask you to sign a waiver absolving Weatherford Independent School District of any responsibility for your son or daughter during this observation period.

The student will have an excused absence from school, as this activity is a part of the Weatherford High School educational program.

Sylvia Anderson

(Mrs.) Sylvia Anderson
Career Education

WEATHERFORD HIGH SCHOOL

Career Exploratory Program

PARENTAL PERMISSION STATEMENT

My son/daughter has my permission to participate in the Weatherford High School Career Exploratory Program.

I will not consider the school responsible for his/her safety while participating in this program.

I understand that transportation for my son/daughter will not be provided by the school. In the event of accident or injury, I will not condsider Weatherford High School responsible. I understand that my son/daughter will not attend scheduled classes at Weatherford High School on the day he/she participates in the Exploratory assignment.

____

Parent/Guardian

Name of Student:____

I certify that the above named person has observed my routine occupational activities.

____
Signature

My comments pertaining to the student observation activity:

____
____
____

Name of person being observed:________________________________

His/Her occupation:____

Date of observation:_______________________________________

Describe his/her job duties as you see them:

What is your reaction to this day of observation?__________________
____
____
____
____
____
____
____
____
____
____
____

PREPARING FOR THE WORLD OF WORK

for

Seniors of Weatherford High School

Instructor: Sylvia Anderson

CAREER EDUCATION - PROJECT RACE

Weatherford Independent School District

Weatherford, Texas

OUTLINE

- I. How to apply for a Social Security Card.
  - A. Use transparency in explaining procedures.
    Students who do not already have a Social Security Card will file application.
  - B. Applications will be mailed in by each student.
  - C. Brief mention of items that are deducted from the paycheck.

- II. Test on "Tommorrow's Jobs."
  - A. Pretest discussion of terminology.
    - 1. Goods vs. service organizations.
    - 2. White collar vs. blue collar jobs.
    - 3. Differentiate between Federal and state and local government.
  - B. Discussion of test.
  - C. Discussion of job trends--now to 1980 (handout for all students).

- III. Discussion--Why do people work?
  - A. Reasons
    - 1. Monetary gain
    - 2. Personal recognition
    - 3. Work recognition
    - 4. Achievement
    - 5. Feeling of importance
    - 6. Security
    - 7. Education, training, and experience
  - B. Discussion questions
    - 1. Would you take a job for less money than you are now making in order to gain more experience and/or training?
    - 2. Are the reasons why women work different from the reasons why men work? Why?

- IV. Self-Inventory - Data Sheets

- V. Plan for job hunting.
  - A. Sources of occupational information.
    - 1. Newspapers (Fort Worth Star Telegram ads utilized)
    - 2. Telephone directories (explain how to effectively use one in job hunting) student handout
    - 3. Friends, relatives, social contacts (mention nepotism in state agencies)
    - 4. State Employment Commission
    - 5. Civil Service announcements (where these are found)
    - 6. Private employment agencies (discuss pros and cons)
    - 7. Door-to-door
    - 8. Union halls
  - B. Appearance (handout for students--"How Do You Look")
  - C. Mention a letter of application and show sample.

D. Writing a resume--write to fit a particular job.
    1. Show sample and explain procedures for composing resume.
    2. Each student will write resume. Final copy handed in will be acceptable for mail out with copy of high school transcript attached to back.
    3. Stress up-to-date references.

E. How to fill out a job application.
    1. Explain in detail the procedures (using a transparency).
    2. Show samples of different types of job applications.
    3. Each student will file a job application in legible form in blue or black ink.

F. How to act on the interview.
    1. Questions usually asked on an interview (handout)
    2. Do's for a Job Interview (handout)
    3. Film, "I Want to Work for Your Company"
    4. Role-playing situations
        a. Students will be advised to take resume and employment application when being interviewed.
        b. At least four interviews will be conducted.
        c. Students will critique persons being interviewed.
    5. Stress importance of knowing when interview is over and asking if you may call back provided the employer doesn't offer you a job immediately.
    6. Make student aware that some employers may ask him to take a battery of tests.

G. Getting and keeping a job.
    1. Film "Your New Job"
    2. Discuss how to change occupations if you are unhappy in your present one.

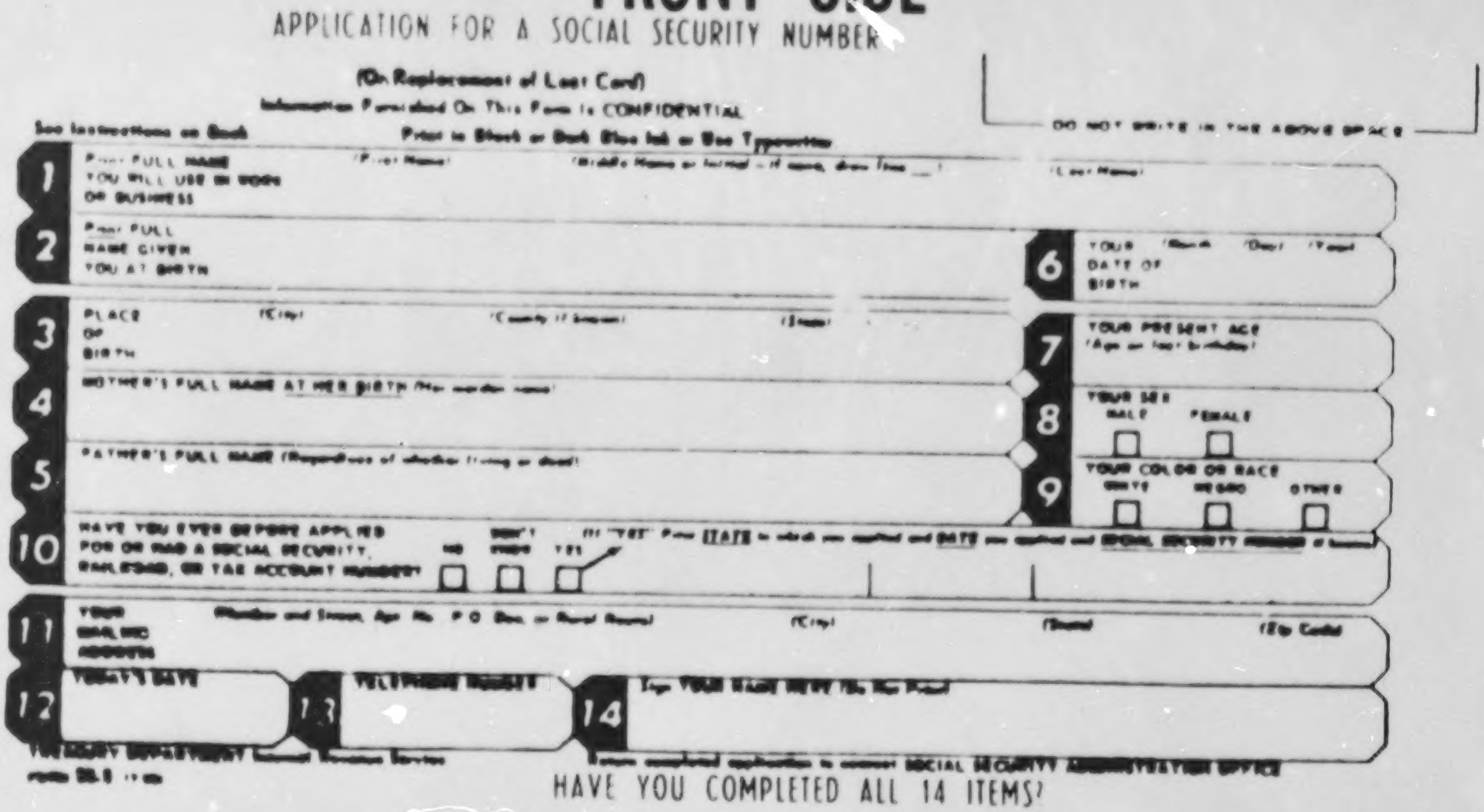
The films utilized in this course "I Want to Work for your Company" and "Your New Job" were purchased from:

Sandler Institutional Films, Inc.
1001 N. Poinsettia Pl.
Los Angeles, CA 90046
(213) 876-2021

Each film cost $140.00 and both are excellent.

THINGS YOU MUST DO BEFORE YOU GET THIS WORK

FRONT SIDE



APPLICATION FOR A SOCIAL SECURITY NUMBER

(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

See Instructions on Back

Print in Black or Dark Blue Ink or Use Typewriter

DO NOT WRITE IN THE ABOVE SPACE

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line __) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

CONCEPT - PERSONAL INFORMATION NEEDED

TEST ON TOMORROW'S JOBS

Answer each question true or false

__________ 1. During the next ten years, the professions and trades related to construction and manufacturing will have the most job opportunities.

__________ 2. Most U. S. workers are presently employed in service-producing rather than in goods-producing industries.

__________ 3. Manpower needs in medical professions will show marked growth in the next ten years.

__________ 4. Agriculture faces a continuing decline in manpower needs as the result of mechanization.

__________ 5. The shift toward white-collar jobs will cease during the 1970's.

__________ 6. New teacher-education graduates of the 70's will face increasing competition for entry positions in secondary schools.

__________ 7. Increased demand for laborers during the 70's will be offset by continuing substitution of mechanical equipment.

__________ 8. During the decade of the 70's employment opportunities will generally grow faster in those occupations requiring more training and education.

__________ 9. Most of the growth in government employment during the decade of the 70's will take place in Federal rather than in state and local governments.

PAGES 5 AND 6 WERE REMOVED FROM

THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO

THE ERIC DOCUMENT REPRODUCTION SERVICE

Occupational Choice

If you could have your choice of any job in the world, which one would you choose?

_______________________ Why? _______________________

____

____

Education

What subject does your favorite teacher teach? _______________________

Indicate your 1st and 2nd choice by placing numbers 1 and 2 after the following courses:

English _____

Social Studies _____

Business Subjects _____

Home Economics Co-op _____

Vocational Office Ed. _____

Distributive Ed. _____

Math _____

Foreign Language _____

Agriculture Co-op _____

Cosmetology _____

Building Trades _____

Tractor Mechanics _____

Science _____

Music _____

Drafting _____

Metal Trades _____

Auto Mechanics _____

Industrial Co-op Training _____

Of all the classes you have taken either in high school or junior high, which one would you like to see left out of the curriculum? _______________________

In which extracurricular activities do you now take an active part? _______________

____

Personal Data

What do you like to do in your spare time (sports, clubs, activities)? ___________

____

____

In what area would you like to have self-improvement? _______________________

____

Which kind of people seem to have the most difficulty in getting along with you----

Your parents _____ Your friends _____ Your instructors _____

Policemen _____ Businessmen in town _____

Others (list) ____

What are your areas of disagreement? ________________________________

____

____

What information about yourself do you feel would be of interest to a new employer?

____

____

____

Job Experience

What types of work have you done? ________________________________

____

____

Would you like to do one of these for your permanent occupation? ____________

____

Do you prefer problem-solving jobs or do you prefer task-performance jobs? ______

____

Do you prefer to work with people or alone? ________________________

What do you want to do for a living? ______________________________

____

What do you think are the advantages to this job? ____________________

____

____

What do you think are the disadvantages to this job? __________________

____

____

When do you plan to pursue this occupation? ________________________

____

JOB HUNTING VIA A TELEPHONE DIRECTORY

Logically and rationally look in the yellow pages under the proper division.

1. Always have a notebook.
2. Identify self clearly and distinctly.
3. Ask to speak to personnel manager or person in charge.
4. When person in charge gets to the phone, identify yourself again and call him by name, if name is known.
5. List in your notebook company, phone number, date, and name of contact. If you are to call back, make a note of this and note the date you should call again.
6. Complete an entire section in the yellow pages--beats driving to places, especially with gas shortage.
7. Obtain an interview with the prospective employer well in advance of graduation. Let it be known during the interview that you will be available for work upon graduation.
8. Second call--identify yourself, give date on which you first called employer, etc.

HOW DO YOU LOOK

The first thing that makes an impression on the interviewer is your appearance. Check your dress and grooming carefully.

MALES

Hair	Clean, trimmed, no long sideburns.
Face	Clean and shaven. Wear after shave.
Teeth	Carefully brushed, in good repair, no unpleasant breath.
Hands	Clean, smooth, nails clean and trim.
Cleanliness	Bath and deodorant and clean underwear.
Suit	Conservative, clean, pressed, brushed, no odor.
Shirt	Freshly laundered, white or appropriate color, no sport style.
Tie	Conservative, clean, neatly tied.
Socks	Clean, conservative, no holes, not white.
Shoes	Well shined, no run-over heels.
Posture	Stand tall, head erect, back straight, stomach flat. No hands in pockets.

FEMALES

Hair	Clean, well brushed.
Face	Moderate makeup.
Teeth	Carefully brushed, in good repair, no unpleasant breath.
Hands	Clean and smooth, nails clean, light polish, not chipped.
Daintiness	Bath and deodorant and clean underwear daily. Remove underarm hair.
Dress or Suit	Conservative, clean, pressed, no odor. Hemline even. No slip showing.
Stockings	Clean, no runs, no visible hair on legs.
Shoes	Cleaned, polished, medium heel, not run-over.
Posture	Stand tall, head erect, back straight, stomach flat.

SAMPLE LETTER OF APPLICATION

7000 West Josephine
Weatherford, Texas 76086
October 1, 1974

Mr. Jay Johnson
Ranger Electronics
Del Mar, California

Dear Mr. Johnson:

Please accept my application for the job of Radio-Television repairman, which was advertised in the Los Angeles Times. I believe that my training and experience have prepared me to handle the job to your satisfaction. To give you detailed information about my qualifications, I am enclosing a personal folder which outlines the necessary facts.

My interests, abilities, and job experience are all in Radio-Television repair. While attending Weatherford High School, I spent three summer vacations doing this type of work. I was employed by Mr. McDoe as a helper in his television repair shop. Since graduation, I have completed a 52 week special training program in Radio-Television repair at the Weatherford Vocational Training Institute at Weatherford, Texas.

While a reasonable salary is important to me, at the present time I am more interested in securing a job that offers opportunity for further training and promotion. I feel that I am capable of doing the quality of work required. I would appreciate an opportunity to come and talk over the job with you at your convenience. I can be reached at (817) 594-1068.

Sincerely,

John Myers

Enclosure

RESUME

Personal Information:

Name:	Janice Priest
Address:	3011 Ranch House Road Weatherford, Texas 76086
Telephone No:	817-441-9202
Social Security No:	464-19-4349
Date of Birth:	August 26, 1956
Place of Birth:	Fort Levenworth, Kansas
Age:	17
Height:	5 feet, 3 inches
Weight:	95 pounds
Sex:	Female

Education:

High School:	Weatherford High School 1007 South Main Street Weatherford, Texas 76086
Major:	Business
Leadership Activities:	Treasurer of Office Education Association, Attended OEA Conventions at three different times.
Technical Skills:	Typewriting Speed - 67 wpm Training in VOE - operating of calculators, adding machines, and duplicating machines. Filing experience.

Work Experience:

Worked from Feb. 1973 to Apr. 1973 at Computax Corporations as a collator.

Worked from Dec. 1972 to Feb. 1973 for re-election campaigns as an envelope stuffer.

Worked starting Oct. 1973 to May 1974 (finishing date) as secretary of Oak Ridge First Baptist Church.

References:

Mrs. Mary Sells, 3009 Ranch House Rd., Weatherford, Texas 76086.

Mrs. Elaine Cox, VOE Instructor, Weatherford, Texas 76086 at Weatherford High School.

Rev. Max W. Deaton, Pastor of Oak Ridge First Baptist Church, Weatherford, Texas 76086.

[illegible]

APPLICATION FOR EMPLOYMENT

(Please Print)

DATE APPOINTED
Month Day Year

REAPPOINTMENT:
☐ With continuous service
☐ Without continuous service

DIVISION

SALARY

INITIALS

☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]

☐ Reg.
☐ Temp.

☐ Day
☐ Night

Hours Per Week

TITLE OR DESIGNATION

SALARY

TITLE CODE

DO NOT WRITE ABOVE THIS LINE

NAME (First) (Middle) (Last)

DO YOU:
☐ Live with parents
☐ Live with other relatives
☐ Board
☐ Own your home
☐ Rent

DATE OF APPLICATION (Month) (Day) (Year)

RESIDENCE ADDRESS (Street) (City or Town) (State) (Zip Code)

DATES OF RESIDENCE
FROM MO. YR.
TO MO. YR.

PREVIOUS RESIDENCE (Street) (City or Town) (State) (Zip Code)

PREVIOUS RESIDENCE (Street) (City or Town) (State) (Zip Code)

TELEPHONE NUMBER

SOCIAL SECURITY NUMBER

ARE YOU A CITIZEN OF THE U.S.A.?
☐ YES ☐ NO

HEIGHT

WEIGHT

ANY PHYSICAL DEFECTS? [illegible]
☐ Yes
☐ No

FATHER'S OCCUPATION

FATHER'S EMPLOYER

EMPLOYER'S ADDRESS

MARITAL STATUS
☐ Single ☐ Divorced
☐ Married ☐ Separated
☐ Widowed

[illegible]

HUSBAND'S OR FORMER HUSBAND'S NAME

EMPLOYER'S ADDRESS

ACCOUNT COMPLETELY FOR YOUR TIME FROM THE FIRST YEAR OF HIGH SCHOOL TO THE PRESENT IN THE BOXES BELOW

NAMES OF SCHOOLS ATTENDED	CITY & STATE	[illegible]		MAJOR SUBJECTS			GRADE AVERAGE	DEGREE

EXTRACURRICULAR ACTIVITIES (ATHLETICS, CLUBS, FRATERNITIES, ETC.)

ACTIVITY	HIGH SCHOOL	[illegible]	ACTIVITY	COLLEGE	[illegible]

SCHOLASTIC HONORS (SOCIETIES, AWARDS, SCHOLARSHIPS, ETC.)

(SEE REVERSE SIDE)

(13)

ACTIVE SERVICE WITH UNITED STATES ARMED FORCES

BRANCH OF SERVICE	SERIAL NO.	RANK OR RATE AT DISCHARGE
DATE OF ENTRY (Mo.) (Day) (Yr.)	DATE OF SEPARATION (Mo.) (Day) (Yr.)	TYPE OF SEPARATION (i.e., Expiration of Enlistment, Medical, etc.)

PREVIOUS WORK EXPERIENCE - PART TIME AND FULL TIME (List in order, last employer first)

NAME OF COMPANY	CITY & STATE	TITLE	PERIOD OF EMPLOYMENT			
			FROM		TO	
			Mo.	Yr.	Mo.	Yr.

FOR WHAT SPECIAL KIND OF WORK HAVE YOU A PREFERENCE?			ARE YOU WILLING TO BE TRANSFERRED TO ANOTHER LOCATION? ☐ Yes ☐ No
WERE YOU ATTACHED AS A EMPLOYEE? ☐ YES ☐ NO	IF YES, STATE WHEN		DEPARTMENT
HAVE YOU ANY RELATIVES, FRIENDS OR ACQUAINTANCES NOW EMPLOYED BY ☐ YES ☐ NO	IF YES, STATE NAME	RELATIONSHIP	DEPARTMENT

CHARACTER REFERENCES (Do not give the names of relatives or former employers)

NAMES	ADDRESSES

[illegible]

[illegible]

Applicant's Signature ______________________
(First) (Middle) (Last)

NOT TO BE COMPLETED BY APPLICANT

DATE OF INTERVIEW	COMMENTS

TO BE COMPLETED AFTER EMPLOYMENT

I have seen ______________________

and am satisfied that

____
(Month) (Day) (Yr.)

is employee's correct date of birth.

____
(INITIALS)

QUESTIONS DURING INTERVIEW

Personal

Tell me a little about yourself.
Do you have any hobbies?
Did you participate in any extra-curricular activities? What were they? Do you think they were worth the time you devoted to them?
Do you prefer to work with others or alone?
How did previous employers treat you?
Is it difficult to get along with people with different backgrounds and interests from your own?
What have you done that shows initiative and willingness to work?
What do you hope to be doing ten years from now?
How do you spend your spare time?
How much money do you hope to be making at age 30?
What have you learned from your past jobs?
What kind of boss do you prefer?
Are you willing to go where the company sends you?
What is your major weakness?

Past Work Experience

What part-time jobs have you held?
What full-time jobs have you held? What were your duties? Did you like your past job or jobs? Why did you leave?

Education

How much education do you have?
Have you had any special training?
What courses did you like best? Least? Why?
How did you spend your vacations while in school?
Did you have difficulty getting along with fellow students and/or instructors while attending school?

Hiring Questions

In what type of work are you most interested?
What kind of job do you want?
Are you looking for a permanent or temporary job?
How did you become interested in this field?
Why are you interested in this particular type job?
What do you know about the company?
Why do you want to work for this company?
What makes you think you are qualified for this job?
What do you have to offer us?
What are the disadvantages in this field?
What job in our company would you choose if you were entirely free to do so?
What are your ideas about salary?

DO'S FOR A JOB INTERVIEW

1. Act alert, attentive, interested and ready to work.
2. Smile or at least look pleasant.
3. Speak distinctly.
4. Show your eagerness by your walk.
5. Stand up and sit up straight.
6. Stress your interest in your work.
7. Let the interviewer lead the discussion or control interview.
8. Answer questions directly and truthfully.
9. Thank him when the interview is over.
10. Give all information requested, even if you think it too personal.
11. Display documents only when more facts are requested.
12. Use good English.
13. Look at the interviewer while he questions you.
14. Sell qualifications rather than need for job.
15. Be as poised as possible.
16. Be pleasant and natural but business-like.
17. Be realistic in discussing salary.
18. Make a written note of time, date, place when asked to call or return for another interview.
19. Dress appropriately for the job interview.
20. Be well groomed.
21. Display confidence.
22. Think positive.

APPENDIX D

HIGH SCHOOL
GUIDANCE AND COUNSELING COMPONENT

SENIOR HANDBOOK

AFTER HIGH SCHOOL, WHAT?

Senior Handbook

Spring, 1975

Purpose of Handbook

Before you know it, your school days will be over and you'll be facing many choices and decisions: "What will I do?", "What training will I need?", "What about military service?", "Do I want to go to college?", and "What about marriage and a family?" No one can answer these and other such questions for you. As you consider your future, remember that the key to decision-making is knowledge. Planning ahead, based on real information about yourself and the world of work, can make a big difference in your future.

The purpose of this handbook is to provide basic information about opportunities for you to help in your planning. No directions are given in this booklet. It is just a listing to make the information convenient for you. For further information, contact the people, agencies, or institutions listed. The counselors and career education personnel would be happy to talk with you about your plans and to try to clear up any of your questions at any time.

Find out as much as you can about any area before making definite decisions. Investigate, ask questions, and seek advice from others. The more you know, the better decisions you can make.

As you leave your high school days, we wish you success in finding the right direction for yourself.

Counselors

Dennie Richardson
Dennie Richardson

Polly Patton
Polly Patton

Jack Vereen
Jack Vereen

After High School, What?

I. Joining the work force directly

A. Texas Employment Commission

1. Ft. Worth - 301 W. 13th St. 76101 335-5111
2. Mineral Wells - 215 S.E. 1st St. 325-2595

A state agency to provide employment service facilities to all applicants and employers. Includes vocational counseling, aptitude testing, and related service. Provides job placement service for all persons seeking work and assists employers in securing personnel.

B. High School Placement Office
Larry Wood, Director
1007 S. Main
594-1068

The placement office at Weatherford High School will always be available for both in-school and out-of-school citizens of Weatherford. Job listings in all fields are provided as available.

C. Private employment agencies

Weatherford Employment Service
119 N. Main
594-6225

Others are listed in the Ft. Worth and other telephone directories. Most charge a percentage of your salary as a fee.

D. Apprenticeship

1. Ft. Worth Building Trades Apprenticeship Promotion and Training Program.
   2914 E. Rosedale, Room 202 Ft. Worth 76105 531-3686

2. Check in Ft. Worth telephone directory or with any local or area labor union organization for other apprenticeship opportunities.

E. Other Opportunities

1. Texas Rehabilitation Commission
   Regional office: 1320 Lake St., Suite 207, Ft. Worth, TX 76102 332-7186
   (Locally see counselors or Mr. Albert Barham.)
   Provides counseling, training, and financial aid for education or training.

2. Skills Center: Apply at Texas Employment Center Director: Roy Beck
   1411 E. 18th Ft. Worth, TX 76102 336-4011
   Provides training for underskilled and low income persons.

3. Manpower Services:
   Palo Pinto Community Service Corporation P.O. Box 1212 325-1181
   Provides training and employment opportunities for underskilled, unemployed, and low income.

On your own

Many jobs can be obtained from your own initiative. Check the newspaper want-ads or talk to your friends and acquaintances for leads.

The following ideas may help you have a more successful interview:

1. Make an appointment
2. Go alone
3. Fill out application forms completely—answer directly and truthfully
4. Think about the questions that will be asked before you go. Write out or think over the resume of your qualifications
5. Dress appropriately--neat, clean
6. Sell your qualifications rather than your need for a job
7. Let the interviewer lead the discussion or control interview
8. Be attentive and speak clearly
9. Show interest—know something about the company and job applied for
10. Do not prolong the interview
11. Express your appreciation for the interview
12. If the interviewer doesn't tell you, ask when you might expect an answer about the interview.

"Efficiency Keeps Job"

by Joyce Lain Kennedy

It'll soon be time for the yearly migration from school to work—a major life change for millions of students. The process can be smoother if students know what is expected of them as workers:

ATTITUDE. When you accept a job, you are striking a bargain. In return for a stated amount of pay and other benefits, you agree to do the tasks you were hired to do, when and how the employer wants them done. You're expected to show interest in your work, do it to the best of your ability, and ask questions when you don't know what's happening. Courtesy and cooperation in dealing with everybody is the conduct code. Accept constructive criticism since it's unlikely that you'll do a near-perfect job in the beginning.

Employers will question your attitude if you show that you care not an empty gum wrapper about your responsibilities, act like a resentful child, try to work out of assignments, or blame others for your goofs.

WORK HABITS. Many employers, pushed to the inflation wall and trying to maximize their labor dollars, are far more prone these dayt to cut out the deadwood. You're a candidate for chopping if you fail to do the work you were hired to do; do sloppy work, or waste time on the job.

For instance, good workers don't hang on business phones with windy or frequent personal calls, constantly chitchat with other workers, read magazines when they should be working, play a radio when it distracts concentration, get "lost" from their work stations, or find other ways to duck work.

TIME OUT. Most employers are hard-nosed about having you show up regularly—and on time. Your no-show can delay or interrupt important tasks, botch service to customers, or unfairly dump your duties on another worker. If you're part of a team, your lateness or absence can really foul things up. Not coming to work because you don't feel like it can lead to dismissal.

When time off is legitimate, such as medical or legal appointments that can't be handles outside business hours, check with your supervisor in advance. If you're sick, or unavoidably late, telephone your employer as soon as possible. Be ready for work when you walk in: grooming chores should be done at home. Take no more than the specified time for lunch or coffeebreaks. Stay until quitting time. If you get a paid vacation, you'll either be told when to take it, or asked to schedule it in advance to make sure your absence won't detract from important work.

As industrial psychologist Mark B. Silber says, aside from dishonesty, when it's you and not the other person who gets fired, "it's usually for one of three reasons: personality conflict, poor performance, or office politics." As a beginner, you may not have the skills to defend yourself against the third reason, but you can do plenty about the first two.

Plain talk--but that's the way it is in 1975.

II. Armed Services

A. United States Air Force 109 N. Main 594-5550
Sgt. Vaughan, Recruiter

B. United States Army 315A N. Oak 325-4202
Mineral Wells, TX 76067 Sgt. Mitchell, Recruiter

C. United States Marine Corp 1235 S. Main 594-5257
Sgt. Lindley, Recruiter

D. United States Navy 121 S. Main 594-8903
Chief Chuter, Recruiter

E. Texas National Guard 716 Charles St. 594-6883

III. Vocational/Technical Skill Training

A. Area Post-Secondary Institutions (Local, State, or Federally suported)

Most government grants and loans apply to these training programs. See Mrs. Patton for more information.

1. Weatherford Junior College 308 E. Park Ave. 594-5471

Registrar: Student Personnel Staff
Counselor: Arthur Stockstill

Agricultural Education

Farm and Ranch Management

Industrial Education (at Ft. Wolters)

Auto Mechanics
Machine Shop
Welding

Nursing

Vocational Nursing

Office Occupations

Electric Data Processing Technology
General Business
General Office Clerk
Secretarial Science

Dietitian (at Ft. Wolters)

2. Tarrant County Junior College, South Campus
5301 Campus Drive
Ft. Worth, 76119
817/534-4861

Registrar: Maxwell G. Newcom

Agricultural Education

Horticulture

Distribution and Marketing Occupations

Mid-Management

Office Occupations

Accounting
Data Processing
Stenographic & General Secretarial
Specialized Secretarial (Legal * Medical)

Health Occupations

Associate Degree Nursing

Technical Education

Drafting and Design
Electronics Technology
Radio & TV Production (Broadcast Communications)

Industrial Education

Aeronautical Technology
Appliance Service and Repair
Automobile Mechanics
Fire Protection Technology
Radio & TV Repair
Air Conditioning & Refrigeration

3. Tarrant County Junior College, Northeast Campus

828 Harwood Road
Hurst, TX 76053
281-7860

Registrar: J. N. Williams

Homemaking Education

Child Development (Child Care)

See the counselor's office for other area and state-wide post-secondary institutions offering vocational/technical training programs. Comparable training programs are less expensive in post-secondary state-supported institutes than in propriatary schools.

4. Tarrant County Junior College, Northwest Campus

B. Propietary Schools (Private Training Schools)

The following is a listing of representative training schools in our area. The counselors' office has a listing of all local and state-wide private schools. This listing does not recommend or rate these particular schools, only lists them for your convenience. If you are interested in their training programs, write the school for further information.

1. A. C. R. Training School, Inc.

10305 Denton Dr.
Dallas, TX 76220

Theory and Trouble Shooting for Air Conditioning & Refrigeration
Air Conditioning Service
Electrician's Course
Electrician's Trouble Shooting Course
Home Appliance

2. Aero Technical Institute, Inc.

4705 Jacksboro Hwy.
Wichita Falls, TX 76307

3. Bauder Fashion Career College

508 S. Center St.
Arlington, TX 76010

Fashion Merchandising and Interior Design — 1 or 2 year Courses

4. Braniff Educational Systems, Inc.

8001 Lemon Ave
Dallas, TX 75235

Reservations, Ticket, and Sales
Ground Operations
Air craft, Airframe & Powerplant Maintenance Technician review
Airframe and Powerplant Mechanic
Flight Engineer

5. Brantley-Draughon College

1401 Henderson St.
Ft. Worth, TX 76102

Bookkeeper
Business Machine Operators
Business Management
Stenographer
Executive Secretary
Clerk Typist
Receptionist

General Business
Accountant
Secretary
Drafting: Architectural
Mechanical
Sheet Metal
Structural

6. Chapman Court Reporting College, Inc.

7626 White Settlement Rd.
Ft. Worth, TX 76108

Court Reporting

7. Control Data Institute

8585 N. Stemmons Freeway
Suite 101
Dallas, TX 75247

Computer Technology
Programming Technology
Radio and TV servicing

Credit Specialist
Digital Computer Operations

8. Dallas Art Institute

2523 McKinney Ave.
Dallas, TX 75201

Commercial Art
Drawing, Painting, Illustrating

Fine Arts-Creative Painting

9. Dallas Fashion Merchandising College

Apparel Mart
Suite 3200
Dallas, TX 75207

Fashion Merchandising Course-1 year
Interior Design Course-2 years
Fashion Design Course-2 years

10. Devry Institute of Technology

5353 Maple Ave.
Dallas, TX 75235

Electronics Technician-2 years
Electronics Engineering Technology-4 years

11. Elkins Institute in Dallas, Inc.

2603 Inwood Rd.
Dallas, TX 75235

Radio Operator Licensing
Radio Broadcasting
Radio-TV Repair
Electronics Technician
TV Technician Operator
(Radio mechanic)
Electronics Communicative Technician

Television Electronic Technician
Fundamentals of Professional Photography
Electro Mechanical Drafting
Architectural Drafting
Structural Drafting
Drafting
Photographic Retouching and Spotting

12. Industrial Trade School of Dallas

7200 Harry Hines Blvd.
Dallas, TX 75235

Electronics Technician
Radio-TV Technician
General Welding

Pipe Welding
Combination General and Pipe Welding
Machine Tool Set Up Operator

13 Ryder Technical Institute
2227 Irving Blvd.
Dallas, TX 75207

Automotive-Diesel Technology
Automotive Technology
Auto Mechanics (Basic Course)
Scientific Engine Tune-up
Diesel Engines
Automatic Transmissions
Automotive Air Conditioning

14. United Electronics Institute
363 Central Blvd.
Dallas, TX 75219

Electronics Technology

The catalog and other information from many of these schools are available in the counselors' office.

Most government grants and loan programs apply to these schools. Check with the counselors for more information.

IV. Colleges

The purpose of this handbook is to supplement your information in all areas of training. However, at this time of the year, much of the information about colleges should have already been obtained by you. If you are interested in colleges and universities and have not already begun your enrollment, please be conscious of the following:

1. Check catalogs in counselors' office for addresses and enrollment requirements. The counselors' office has the catalogs of most Texas colleges and universities. Books are available on requirements of out-of-state colleges.

2. Have Counselors' office send completed transcript to college registrar. Sign list in coundlor's office as soon as possible.
(first transcript sent free of charge; $1.00 for each additional ones sent)

3. Take entrance tests required at your college: S.A.T. or A.C.T. Dates for application and test are in counselors' office.

4. If financial help is needed, see counselors or write financial aids office at colleges of your choice.

5. Take note of all scholarship announcements.

   A. Sign local scholarship list in counselors' office
   B. Basic Educational Opportunity Grant is available for almost all students--see Mrs. Patton.
   C. All other scholarship information is announced as it is received.
   D. Specialty scholarships are listed in a booklet in the counselors' office--See Mrs. Yagla

6. Make sure the college you choose meets your needs. Check the programs offered at the colleges before enrolling. Make sure college training is the preparation you need to prepare you for your chosen field.

V. Financial Aid

"Aid available for Financing College Education"

by Jane Bryant Quinn

This is the season for stalking a college scholarship. Or, I should say, scholarships, since nowadays financial aid rarely comes from a single source.

It generally falls to the school you choose to get together an aid package (based, of course, on what they decide you need). But some schools are less aggressive than others in rounding up financial help. In particular, schools that are low-cost to start with may not turn over every stone in search of one more grant. So for your reference, here are the federally aided programs that might have some money for you:

BASIC EDUCATIONAL OPPORTUNITY GRANTS: Every single student who meets the needs test is entitled to a basic grant, for use at any accredited college, vocational school, technical institute, nursing school or other eligible post-secondary institution.

TO FIND OUT if you qualify, fill in the application form (available from counselors' office), and send it to the government. Families making as much as $15000or $16,000 may qualify if they have a number of children or some other situation that produces financial strain. But most grants go to families with somewhat lower incomes.

Basic grants are now available for a student's first, second or third year of college, as well as for part-time schooling. Last year you could get as much as $1,050 and as little as $200, with the average grant running around $700. Yet some $135 million in basic grants went unspoken for last year.

You'd be smart to nail down your eligibility for a basic grant early, not because latecomers don't get them (they do) but because colleges can't always get a latecomer the additional sources of aid he needs.

SUPPLEMENTAL EDUCATION OPPORTUNITY GRANTS: These are for especially needy students in colleges and vocational schools. Last year, 33 per cent of the grants went to students whose families made less than $3,000 and $6,000. Only 2.3 per cent of the money was allocated to families with an income of more than $9,000.

THE AVERAGE first-year grant was $607, and for a student already in college, $744. But the grant is worth double that, since the school you go to must match whatever SEOG money the government contributes.

COLLEGE WORK_STUDY: Jobs, both off and on campus are often an integral part of the aid package given both undergraduates and graduate students. The federal government pays 80 per cent of the cost. It's up to the school to decide how many hours you should work, and at what pay. Your average earnings will amount to around $580.

NATIONAL DIRECT STUDENT LOANS: It's up to your school to decide whether you're needy enough to qualify for a direct federal loan. If so, you can borrow up to $2,500 for a vocational program, or for the first two years of a four-year degree program; up to $5,000 for the full four years; and up to $10,000 for college plus graduate school. You're eligible for the loan even if you're enrolled only part-time.

THE TROUBLE with loans, of course, is that you have to pay them back, and that isn't always easy on a starting salary. However, NDSL is the cheapest loan program around. Interest is only 3 per cent and doesn't start accruing until you get out of school. Repayment begins nine months after you get out of school and can be stretched over 10 years. There's a moratorium on payments if you're in the armed forces, Vista or the Peace Corps. And if you serve in a combat zone, or teach in certain poverty-area schools, part or all of your debt may be forgiven. The average annual loan under this program is about $690

Finally, there's the guaranteed student loan program, open to everyone and doled out through private lenders.

VI. Other Local Services

The following agencies and people will always be available to be of service to you:

A. Weatherford Chamber of Commerce — 119 N. Main St. — 594-3801

B. Weatherford Community Education — 118 N. Denton — 594-7458
Phil Simmons, Director

C. Weatherford High School — 1007 S. Main — 594-8747
Joe Tison, Principal
Polly Patton, Counselor
Dennie Richardson, Counselor
Jack Vereen, Vocational Counselor

D. Career Education Department — 1007 S. Main — 594-1068
J. C. Liddell, Director
Sylvia Anderson, Exploratory Skills

E. Area Vocational School — 1007 S. Main — 594-5426
Gerald Smith, Director

F. Weatherford Junior College Student Personnel Services
Larry Hunt, Dean of Student Services
Arthur Stockstill, Counselor

VII. Career Corner resources for your use:

These materials are available for your use from 7:45-4:30 each day. To check materials out, see student aides or Mrs. Grieger.

A. Career Information

1. Occupational View-Deck - a mechanical guide to careers
2. Occupational Exploration Kit (OEK) - a mechanical selection guide with career information brochures
3. Books and pamphlets
    1. Career Information Handbook
    2. Occupational Outlook Handbook
    3. Handbook of Job Facts
    4. Encyclopedia of Careers
    5. Employment Outlook Booklets-100 booklets on various careers
    6. What Employers Want
    7. Career Opportunities
    8. How to Get a Job

B. College Information

1. College View-Deck - mechanical selection guide to 2 and 4 year colleges
2. Books and Pamphlets
    1. The College Handbook, Vol. 1 and 2
    2. Barron's Profiles of American Colleges
    3. The Guide to Texas Colleges and Universities and Vocational Schools
    4. Texas College and Career Guide
    5. Annual Guide to Undergraduate Study
    6. Occupational Outlook for College Graduates

    7. Guide to 4-year College Majors
    8. Guide to 2-year College Majors
    9. College Charts
    10. Major Fields of Study
    11. Student Aid Annual
    12. Need a Lift? (Scholarships and loans)
    13. Financing the Cost of a College Education
    14. Guide to Christian Colleges
    15. How to Choose a College
    16. Compendium of Texas Colleges and Financial Aid Calendar, Minnie Stevens Piper Foundation
    17. Barron's Guide to How to Prepare for College Level Examination Program (CLEP)
    18. Financial Aid for Texas Students
    19. Colleges, Careers, and You
    20. Should You Go to College?
    21. Catholic College Guide
    22. College Survival
3. Filmstrips (cassettes)
    1. "College? It's Up to You"
    2. "What to Expect at College"
    3. "Which College for You?"
    4. "Choosing A College"

C. Vocational Training Opportunities

1. Books and Pamphlets
    1. After High School, What?
    2. If You Are Not Going to College
    3. Directory of Texas Proprietary Schools
    4. The Guide to Texas Community Colleges and Vocational Schools
    5. Directory of Accredited Institutions
    6. Resumes That Get Jobs
2. Filmstrips
    1. "Planning Ahead After High School"
    2. "Career Training: How, What, Where"
    3. "Requirements in the World of Jobs"
    4. "Career Training: How, What, Where"
    5. "Career Values: What Really Matters to You"
3. Military
    1. Basic Facts on the Service Branches
    2. Naval Training/Civilian Careers

"1985 Occupation Projections Made"

by Don Harris

If you are a shoe repairman, locomotive fireman, or a blacksmith it might be a little harder to keep your job in 1985, according to projections made by the Labor Department's Bureau of Labor Statistics.

The new Occupational Outlook Handbook released by the BLS listed those jobs as some that will probably be in less demand when 1985 rolls around.

Some of the jobs that will be in greatest demand will be dental hygienists, medical record technicians and clerks, occupational therapy assistants, computer service technicians and industry machinery repairmen.

According to Jack Strickland, assistant regional director of labor for this BLS region, jobs in the technical, managerial, and professional fields will be more readily available in the coming years. "By and large," he said, "those are the jobs that demand the most training."

Assistants and technicians in the medical and dental professions will also continue to be in demand, according to the statistics in the handbook.

The teaching profession will need less and less job seekers in 1985 with the greatest fall off being on the secondary education level.

BUT PEOPLE with manual skills that can work with complicated machinery such as computers and industrial equipment should not have too many troubles finding or keeping a job in the future.

Making a living on a farm, although, should become harder in 1985, according to the handbook.

Strickland said that although it was not listed in the handbook, there should be a very strong demand for workers in energy-related fields in the coming years.

OVERALL, he said, education will play an increasingly strong role in the qualification of job hunters in 1985. Even for clerical and blue-collar jobs, the education requirements for most jobs will increase and training through apprentice and associate programs will gain in importance, according to the handbook.

It is our hope that this handbook will be of use to you as you face your future. Don't short change yourself--take advantage of every opportunity you have to better yourself in your chosen field. Your learning doesn't end with a high-school diploma--learning is a life-long endeavor. Hopefully we have had a part in showing you the way.

11% of jobs require a college degree
85% require skill training
Only 4% are untrained (unskilled) jobs

APPENDIX E

PLACEMENT AND FOLLOW-UP DATA

SENIOR SURVEY

PLACEMENT & FOLLOW-UP

SCHOOL____________________________HOMEROOM NUMBER________

PLEASE CHECK THE QUARTER IN WHICH YOU GRADUATE 1st___2nd___3rd___4th_

Name__________________________ ____BIRTHDAY______AGE______
LAST FIRST MIDDLE

NAME ADDRESS______________________________HOME PHONE________
NUMBER STREET

DO YOU PLAN TO ENTER COLLEGE AFTER GRADUATION? YES______NO______

DO YOU PLAN TO ENTER FULL-TIME EMPLOYMENT AFTER GRADUATION? YES___NO_

DO YOU PLAN TO WORK PART-TIME AND GO TO COLLEGE? YES_____NO_______

ARE YOU WORKING PART-TIME NOW? YES_____NO_____

IF YES, DO YOU PLAN TO KEEP THIS JOB AFTER GRADUATION? YES___NO___

WHAT KIND OF EMPLOYMENT OF OCCUPATIONAL TRAINING WOULD YOU LIKE AFTER

GRADUATION?____

____

PLACEMENT OFFICE
REFERRAL CARD
CAREER EDUCATION - WHS

Student ______ Age ______ Grade ______

Company ______ Address ______

Interviewer's Name ______ Time ______

He/She is interested in the job of:

______

______

Placement Officer ______ Office Phone ______

EMPLOYEE/S NEEDED

MAJOR FIELD: ______ DATE: ______
COMPANY: ______ PHONE: ______
ADDRESS: ______ CITY: ______
PART-TIME: ______ FULL-TIME: ______
TYPE OF JOB: ______
SALARY: ______ HOURS: ______
SPECIFIC QUALIFICATIONS: ______
ADDITIONAL COMMENTS: ______

STUDENT INFORMATION

MAJOR FIELD: ______ DATE: ______
NAME: ______ AGE: ______
ADDRESS: ______ PHONE: ______
DAYS ABSENT LAST YEAR: ______ HOBBY: ______
SUBJECT YOU LIKE BEST: ______ DISLIKE MOST: ______
IS EASIEST: ______ IS HARDEST: ______
GIVE A BRIEF PARAGRAPH ABOUT YOURSELF:

WEATHERFORD INDEPENDENT SCHOOL DISTRICT
EMPLOYMENT PLACEMENT SERVICE

Your school is furnishing this service. WHY NOT USE IT? Our applicants range in age from 16-up and are pre-screened to your specifications.

Call our office for your employment needs.

1007 South Main Street
594-1068

Larry Wood
Placement Coordinator

FOR EMPLOYER

Please check and return. Thank you.

	Good	Fair	Poor
General Appearance:			
Attitude & Ambition:			
Knowledge of Occupation:			

Employed:		Comments:
Deferred:		
Did not meet job qualifications:		

Name of Student: ______________________ Interviewer: ______________________
Date: ______________________ Company: ______________________

Comments.

JOB APPLICATION FORM

Date______________________

General Information:

Name____
Last First Middle Initial

Address____

Phone______________________________ Soc. Sec. No.______________________

Date of Birth____________________Age___Place of Birth____________________

Marital status__________________ Children______________Draft status_____

Have you ever been convicted of a crime other than a minor traffic violation?

Yes___ No___. If yes, please explain on the other side of this form.

U. S. Citizen? Yes___ No___ Work Permit Number (if under 18)____________

Physical handicaps____

Kind of work desired:____

____

Salary Expected:____

Previous Work Experience:

(List last job first)

Employer Address Phone Position

1. ____

2. ____

3. ____

4. ____

Education

Highest grade level completed (circle) 8 9 10 11 12 13 14 15 16 17 18+

Dates enrolled

High School ______________________________

College ______________________________

Specialty Training ______________________________

Other ______________________________

Average grades received in English __________ Math ______________

High School elective courses: ______________________________

____

____

Extracurricular activities, sports, offices, honors, etc.: ______________

____

____

References:

	Name	Address	Phone	Occupation
1.				
2.				
3.				

Applicant's Signature ______________

REFERRALS

STUDENT	CLASSIF.	REFERRALS	SLOTS FILLED	COMPANY	DATE

GRADE LEVEL__________ ____________________ SOCIAL SECURITY NUMBER

NAME____
Last First Middle Maiden if any

ADDRESS______________________ TELEPHONE______________
Number and street

DATE OF BIRTH____________________ AGE AT ENTRANCE__________
Month Day Year

PLACE OF BIRTH____________________ AGE UPON COMPLETION__________
City State

OCCUPATION FOR WHICH TRAINED______________________________

FATHER______________________ OCCUPATION______________

ADDRESS____
Number Street

MOTHER______________________ OCCUPATION______________

ADDRESS____
Number Street

List below three people not residing at the residence of student that will know address of student for at least seven years from date of entrance.

NAME______________________ OCCUPATION______________

ADDRESS______________________ PHONE______________

NAME______________________ OCCUPATION______________

ADDRESS______________________ PHONE______________

NAME______________________ OCCUPATION______________

ADDRESS______________________ PHONE______________

Grade completed:__________ Drivers License: Yes______ No______

Places You Have Worked in the Past:

	Company	Name of Employer	Phone
1.			
2.			
3.			

Type of Work Desired:______________________________________

____

WEATHERFORD HIGH SCHOOL

CAREER EDUCATION

1007 SOUTH MAIN TELEPHONE 817 594-1068
WEATHERFORD, TEXAS 76086

Dear

HAPPY BIRTHDAY from Weatherford High School! May we wish you many more to come.

How have things been for you this year? We truly hope that you are pleased with yourself and your accomplishments. Would you be willing to share this last year with us? We would appreciate knowing some special things about you and about what you are doing.

Please take a few minutes of your time and fill out the enclosed questionnaire which may be returned to us in the postage paid envelope. Feel free to add anything you like.

Thank you for your time and effort. We hope to hear from you soon and may you enjoy the coming year even more than any of your previous ones.

Happy Birthday,

Larry Wood
Placement & Follow-Up
Coordinator

LW/sg

WEATHERFORD HIGH SCHOOL
CAREER EDUCATION
1007 SOUTH MAIN TELEPHONE 817 594-1068
WEATHERFORD, TEXAS 76086

Dear ______________________,

How is everything going for you? Fine we hope. If there is anyway we can help you, please feel free to call on us. We hope that you are now on your way to a happy, prosperous life.

This letter, and the enclosed form, are a continuation of your high school follow-up. Thanks so much for your cooperation in replying. It is most helpful and is appreciated very much. Please notice the list of changes that have taken place since you left Weatherford High School. We are very proud of our progress, just as we feel you are.

On the enclosed questionnaire, please notice the box marked "no changes." After reading carefully, if there are no changes, please mark only this box and fill in your present name and address and return this information to us. If there are changes, please fill in only those changes which have taken place since we last heard from you.

Thank you again for your time and effort, and we hope to be hearing from you very soon.

Sincerely,

Larry Wood

Changes:

- Career Education Director
- Vocational Counselor
- Placement & Follow-up Services
- Enlarged Stadium
- Quarter System - Additional Courses
- Vocational School
- Gymnastics
- Dean of Girls
- Attendance Office
- Additional Librarian
- Comp. Plan A - Spec. Ed.

WEATHERFORD HIGH SCHOOL

CAREER EDUCATION

1007 SOUTH MAIN TELEPHONE 817 594-1088
WEATHERFORD, TEXAS 76086

Dear Ex,

Please let me explain what we at Weatherford High School are trying to do and why. We want to do a follow-up study on all of our ex-students for the past five years. The purpose of this activity is to help us know if Weatherford High School is doing the best it can to prepare its students for life after high school. We can do this only with your help.

This is the second request you have received from us. Please take just a minute of your time to complete and return this enclosed questionnaire.

Thanks so much.

Sincerely,

Larry Wood
Coordinator
Placement & Follow-Up

LW/dk

WEATHERFORD HIGH SCHOOL
CAREER EDUCATION
1007 SOUTH MAIN TELEPHONE 817 594-1068
WEATHERFORD, TEXAS 76086

Hello,

We at Weatherford High School want to wish you a very Merry Christmas. We hope that you are truly enjoying your years out of high school. Please feel free to come by and see us sometime.

As you were told your last year, we would like to conduct a follow-up study of your class. We can do this only with your help. During this season, would you take just a minute to help us. Please fill out the accompanying questionnaire and send back to us in the enclosed prestamped addressed envelope.

We appreciate your time and effort. Thank you so much.

Sincerely,

Larry Wood

( ) No Changes

Name:______________________ Soc. Sec. #:______________

Address:___________________ City:___________________

Telephone No.______________ Birth Date______________

Parent's Name____

Address:___________________ City:___________________

Telephone No.______________

Present Position: (include college) ______________________

Salary:____________________ Duties:___________________

____

Location:____

How long have you been with this company?______________

Did your school training prepare you for this job?__________

How or why not?_______________________________________

____

On the basis of your out-of-school experience, what additional changes should be made to the high school's program?

____

____

____

____

WEATHERFORD HIGH SCHOOL
CAREER EDUCATION
1007 SOUTH MAIN TELEPHONE 817 594-1068
WEATHERFORD, TEXAS 76086

Dear Employer:

Our Placement and Follow-Up Office is trying to keep a follow-up record of the personnel we help place. We can do this only with your cooperation and help. Please take just a minute and help us again.

Thanks so much for your time and trouble.

Sincerely,

Larry Wood
Coordinator
Placement and Follow-Up

Is ______________________________ still employed by you?
Yes __________ No __________

Please check the characteristics or terms that best describe him/her.

Ambitious _____
Bright ________
Lazy __________
Managerial Material ___
Industrious _____
Average ________
Leader _________
Below Average _____
Given Promotion ____
Received Raises ____
Others (Please name) ____

If this person is no longer employed by you, why?
Quit __________ Fired __________ Laid off __________

Please check the reasons that best tell why this person is no longer employed by you.

Laziness ____
Tardiness ___
Absenteeism __
Personality __
Lack of knowledge or skills _____
Bad attitude ________________
Questionable Integrity ________
Incompetent ________________
Others (Please name) ____

FOLLOW-UP TABULATIONS

NAME	IN SCHOOL	EMPLOYED	UMEMPLOYED	OUT OF LABOR FORCE	MILITARY	UNKNOWN

FOLLOW - UP

EDUCATIONAL RECORD

DATE	NAME OF INSTITUTION	COURSE OF STUDY	REMARKS

EMPLOYMENT RECORD

DATE	NAME & ADDRESS OF EMPLOYER	SUPERVISOR	TYPE OF WORK	PHONE

MILITARY RECORD

DATE	BRANCH OF SERVICE	RANK	SCHOOLING	TYPE OF WORK	

Social Security Number ____________________

NAME ____________________
Last First Middle Maiden if Any

ADDRESS ____________________ PHONE ____________________
Number and Street

DATE OF BIRTH ____________________ AGE AT ENTRANCE ____________________
Month day year

PLACE OF BIRTH ____________________ AGE UPON COMPLETION ____________________
City State

OCCUPATION FOR WHICH TRAINED ____________________

LIST BELOW THREE PEOPLE NOT RESIDING AT THE RESIDENCE OF STUDENT THAT WILL KNOW ADDRESS OF STUDENT FOR AT LEAST FIVE YEARS FROM DATE OF EXIT.

PARENT OR GUARDIAN ____________________ OCCUPATION ____________________

ADDRESS ____________________
Number and Street Town

RELATIVE ____________________ OCCUPATION ____________________

ADDRESS ____________________
Number and Street Town

FRIEND ____________________ OCCUPATION ____________________

ADDRESS ____________________
Number and Street Town

NUMBER OF QUARTERS COMPLETED ____________________

OVERALL ACADEMIC GRADE POINT AVERAGE ____________________

DATE GRADUATED ____________________

REMARKS: ____________________

APPENDIX F

THIRD PARTY EVALUATION REPORT OF THE WEATHERFORD INDEPENDENT SCHOOL DISTRICT'S PROJECT RACE

EVALUATION
OF
PROJECT RACE
WEATHERFORD INDEPENDENT SCHOOL DISTRICT
WEATHERFORD, TEXAS

Mary H. Belcher

T. J. West

Lynn Belcher

Eugenia McCown

Educational Services, Inc.

Waco, Texas

June, 1975

Prepared for:

Weatherford Independent School District

Weatherford, Texas

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CHAPTER I

Introduction

The Weatherford Independent School District (WISD) participated in the second year of the project, Researched Activities for Career Education (RACE) during the 1974-75 school year. During the summer of 1974, career education curriculum units were developed for grades kindergarten through seven. One of the major objectives for the second year of the project was the introduction of these new units into K-7 classrooms throughout the district. Plans called for continuation of ongoing career education at the eighth grade level based on units developed prior to funding for Project RACE. Senior high students (Grades 9-12) were served through a job placement and followup service, intensive counseling, participation in an employability mini-course, and exposure to and access to a well-rounded library of career resource materials.

Original evaluation plans called for evaluators from Educational Services, Inc. (ESI) to meet with the entire faculty in August, 1974, to explain the overall evaluation design and discuss various pre and post test strategies. This plan was rendered inoperative when the national draft guidelines for evaluation were released. Due to delays in briefing project personnel on the new design and the necessity for submitting the evaluation contract to bids, ESI was not able to begin work for the 1974-75 project year until November, 1974. This negated any effort to measure student outcome through pre and post test, and necessitated relying on treatment and control groups, high and low exposure groups, and comparison of local students to national norms. All of these strategies were used in attempting to measure student outcomes, as will be evident in the body of this report.

ESI evaluators worked with project staff members in structuring the evaluation design and selecting student outcomes appropriate to the curriculum offering and program plans of Project RACE. Great difficulty was experienced in selecting appropriate test documents. Test documents remain the weakest link in the career education cycle.

In addition to complying with the national evaluation design, ESI evaluators elected, after conferences with appropriate officials of Project RACE and the school district, to conduct a series of interviews with elementary school teachers, since one of the major process objectives for the second year of the project was implementation of the new units into the regular teaching strategies. ESI felt that it was a worthwhile investment of time to interview teachers as to their use of the new career education units written during the summer of 1974. In February, 1975, ESI personnel selected, at random, teachers in each of the four elementary schools, as well as teachers in Grades 6 and 7 at the middle school. Evaluators met with teachers in private, assured each teacher that all identities would remain anonymous, and solicited their comments and reactions to the new curriculum units as well as strategies of the Project RACE staff.

Through these interviews it was learned that the majority of teachers were not utilizing their new curriculum units with any acceptable degree of regularity. Some of the comments made to ESI evaluators were:

Second grade teacher: "I have a slow group and I have to concentrate on the basics. We have so much that is required to get in."

First grade teacher: "I haven't read the book (Career Education Units) too much."

Third grade teacher: "I haven't had time to read the book. There is so much to teach already."

Fourth grade teacher: "I do not use the units. I do not have that much time."

Several teachers said they did not see members of the career education staff very often and were not sure what was available in the way of research materials.

In meetings with project staff members and administrators of WISD, ESI recommended that grade level meetings be held with teachers as quickly as possible in order to more fully explain the newly developed career education units. It was also recommended that, if necessary, assignments of staff members be realigned in order that more time might be devoted to both the elementary teachers and the sixth and seventh grade teachers at middle school.

To determine the success of these recommendations, ESI evaluators undertook another interview session in late April, 1975. Again, teachers were selected at random at the four elementary schools and among sixth and seventh grade teachers at the middle school.

Fourth grade teacher: "I've started to use the units, more so in the last few months. I had a feeling we had to use everything, but talking to staff members, I understood better."

Third grade teacher: "I have definitely picked up more lately because of exposure at the grade level meetings. I wasn't familiar with the units before."

First grade teacher: "I would say I use them quite frequently. I've used them more this semester than the first semester, as I have understood it more."

Second grade teacher: "I thought the grade level meetings were interesting. I liked the sharing. For some strange reason when we (the teachers) see each other in the lounge, we don't have much professional sharing. The main thing, the meeting made me realize we needed to be using the curriculum guidebook more."

Third grade teacher: "My opinion is that it (the grade level meeting) should have been at the first of the year."

Almost every teacher interviewed reported satisfaction with the degree of staff support and positive student reactions to the career education units. This was true among elementary teachers, Grades K-5. However, ESI still detected a lack of utilization of the career education units among middle school teachers in Grades 6 and 7.

The great benefit of the employment of the interview techniques was that a serious problem was detected early enough in the project year that remedial activities could begin and have an impact on the overall outcome of the second year. Had all reliance been placed on student outcome data obtained through test scores, it would have been too late to make program adjustments.

This episode also helps identify the spirit of cooperation and willingness with which staff members of Project RACE have participated in this project and the support provided all project activities by the administration of the school district. The flexibility exhibited by the district in meeting this unforeseen outcome is to be commended.

The formal evaluation design, structured in accordance with the national draft guidelines for evaluation of career education projects, is presented on the following pages.

CHART I

EVALUATION DESIGN

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
III-B Students possess positive attitudes toward paid and unpaid work	Outcome: Do 8th grade students possess positive attitudes toward paid and unpaid work?	Comparison of 8th grade students at Weatherford Middle School to national norms	1. Counselors 2. Teachers 3. Students	1. Staff records 2. Records 3. CMI	50 8th grade students who have completed courses taught by Godfrey and Cantrell	Comparison to national norms and percentile rankings
	Treatment: 1. How many classroom hours devoted to career education?	Numerical count of one quarter session	2 teachers Master Schedule	Master Schedule (WISD)	Second quarter of 1974-75 school year	N.A.
	2. How many study tours?	Numerical count of study tours	2 teachers Field Trip Forms	Field trip forms (WISD)	Second quarter of 1974-75 school year	N. A.
	3. How many resource speakers?	Numerical count of resource speakers.	2 teachers	2 teachers' reports (WISD)	Second quarter of 1974-75 school year	N. A.
	4. What type resource materials used?	List of all resource materials	Inventory list & Teachers	Teacher report forms (WISD)	Second quarter of 1974-75 school year	N. A.
	5. How many students counseled?	Number of students counseled	Counselors	Counselor report (WISD)	Second and third quarter, 1974-75 school year	N. A.

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV-A Students know major duties and required abilities of different types of paid and unpaid work.	Do 3rd grade, 6th grade, 8th grade, 9th grade, and graduating students demonstrate knowledge of major duties and required abilities of different types of paid and unpaid work?	Comparison of high exposure 3rd graders to low exposure. Comparison of treatment 6th grade to control 6th grade; Comparison of 8th, 9th, and 12th grade students to national norms.	Students	3rd & 6th, CEQ 8, 9, & 12, CMI	3rd grade 50 students from 3 high exposure classrooms. 50 students from low exposure classrooms. 6th grade 50 students from Weatherford Middle School. 50 students from Mineral Wells Middle School. 8th grade 50 students completing 2nd quarter 9th grade 50 students, random selection. 12th grade 50 students random selection.	Comparison of raw and mean scores

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV-A (continued)	Treatments: 1. How often new career education units used in 3rd & 6th grade high and low exposure classrooms?	Number of units taught 1974-75 school year in control and treatment 3rd grade classes, selected 6th graders.	Teachers Coordinator	Unit Checklist WISD	3--third grade classrooms, high exposure 3--low exposure selected sixth grade teachers.	N.A.
	2. How many study tours conducted in 3rd & 6th grade high and low exposure classrooms?	Number of study tours conducted in treatment and control 3rd grade classrooms in 1974-75 school year and all 6th grade classrooms.	Teachers Field Trip Records Coordinator	Field Trip Records (WISD)	3--third grade classrooms, high exposure 3--third grade low exposure selected sixth grade teachers	N.A.
	3. How many resource speakers used in 3rd & 6th grade high and low exposure classrooms?	(Same as above)	(Same as above)	Unit Reports from Teachers (WISD)	(Same as above)	N.A.
	4. What special resource material used in 3rd & 6th grade high and low exposure classrooms?	List of material used in treatment and control classrooms and selected 6th grade classes.	Teachers Coordinator	Materials Evaluation (WISD)	(Same as above)	N.A.

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV-A (continued)	5. How many students counseled in high and low treatment 3rd grade classrooms 1974-75 school year?	Number of students counseled in treatment and control classrooms.	Elementary Counselor	Tally Count (WISD)	3--third grade classrooms, high exposure 3--third grade classrooms, low exposure selected sixth grade teachers	N. A.
	6. How many 6th grade students counseled in 1974-75 school year?	Number of students counseled in all 6th grade classrooms.	Middle School Counselor	Tally Count (WISD)	Same as above	N. A.
	7. 8th grade treatments, see design for Outcome III-A	See treatments for Outcome III-A	See treatments for Outcome III-A	See treatments for Outcome III-A	See treatments for Outcome III-A	N. A.
	8. How many 9th grade students participated in large group career awareness counseling sessions?	Number of 9th grade students participating in large group career awareness session	Counselors	Counselor report	Entire 9th grade population	N. A.

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV-A (continued)	9. How many graduating students counseled in large and small groups in 1974-75 school year?	Number of students participating	Counselor records	Report form (WISD)	All graduating students	N. A.
	10. Number of times students use special career resource materials?	Count of number of requests from students (9-12) for resource materials.	Resource area reports.	Tally Forms	All students, Grades 9-12 during selected time span in second semester	N. A.

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV-B Students will know differences in work conditions and life styles associated with different types of paid and unpaid work.	Do 3rd and 6th grade students demonstrate knowledge of work conditions and life styles associated with different types of paid and unpaid work?	See this column for Outcome IV-A	Students'	CEQ	3rd grade 6th grade (Same as this column for Outcome III-A)	Same as this column for Outcome III-A

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV-C Students will know entry requirements for major types of paid and unpaid work.	Outcome: Do 6th & 8th grade students demonstrate knowledge of entry requirements for major types of paid and unpaid work?	Comparison of 6th grade students at Weatherford Middle School to 6th grade students at Mineral Wells Middle School. Comparison of 8th grade students at Weatherford Middle School with national norms.	Students	6th grade, CEQ 8th grade, CMI	50 students selected randomly from 6th grade population at Weatherford Middle School Second quarter students of Cantrell and Godfrey	Comparison to national norms
	Treatment: Same for 6th grades as for Outcome IV-A Same for 8th grades as for Outcome III					

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV-E Students will know the important factors that affect work success and satisfaction.	Outcome: Do students in grades 8, 9, and 12 demonstrate knowledge of the important factors that affect work success and satisfaction?	Comparison of 8th, 9th, and 12th grade students with national norms.	Students	CMI	8th grade Students in second quarter of classes of Cantrell and Godfrey 9th and 12th grades 50 students in each grade selected randomly	Comparison to national norms
	Treatment: For Grade 8, same as for Outcome III-A For Grades 9 and 12, same as for Outcome IV-A					

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
V-A Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work.	Outcome: Do 8, 9, and 12th grade students demonstrate the ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work?	Comparison of 8, 9, and 12th grade students with national norms.	Students	CMI TSTI Career Interest and Information Survey	8th grade Students in second quarter of classes of Cantrell and Godfrey 9th and 12th grades 50 students from each grade selected randomly	Comparison to national norms
	Treatment: Grade 8, same as Outcome III-A Grades 9 and 12, same as Outcome IV-A				TSTI Career Interest and Information Survey administered to all 9th and 12th grade students	Matching career choices to levels of information

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
V-B Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life styles.	Outcomes: Do students in grades 8, 9, and 12 demonstrate ability to relate personal interests and values to types of paid and unpaid work and their associated life styles?	Comparison of 8, 9, and 12th grade students with national norms.	Students	CMI TSTI Career Interest and Information Survey (9th and 12th only)	8th grade Students in second quarter of classes of Cantrell and Godfrey 9th and 12th grades 50 students selected randomly	Comparisons to national norms
	Treatment: Grade 8--Outcome III-A Grades 9 and 12--Outcome IV-A				TSTI Career Interest and Information Survey administered to all 9th and 12th grade students	Matching career choices to personal preferences

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
V-C Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems.	Outcome: Do 12th grade students demonstrate ability to identify, locate, and utilize sources of information to solve career decision-making problems?	Comparison of 12th grade students at Weatherford High School to national norms.	Students	CMI	12th grade 50 students selected randomly	Comparison to national norms
	Treatment: Same as Outcome IV-A					

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
V-E Students will know steps to be taken and the factors to be considered in career planning	Outcome: Do 8th, 9th, and 12th grade students demonstrate knowledge of steps to be taken and factors to be considered in career planning?	Comparison of 8th, 9th, and 12th grade students to national norms	Students	CMI	8th grade, second quarter students of Cantrell and Godfrey 9th and 12th grade, 50 students selected randomly	Comparison to national norms
	Treatment: Same for 8th graders as for Outcome III-B Same for 9th graders as for Outcome IV-A Same for 12th graders as for Outcome IV-A					

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
VI-B Students will be able to adapt to varied work conditions	Outcome: Do 12th grade high school and vo-tech school students demonstrate ability to adapt to varied work conditions?	Comparison of test results of 12th grade high school and vo-tech students to national norms	Students	CMI	10 randomly selected 12th grade students who have participated in part-time work 25 vo-tech students (12th grade) who are working in co-op program	Comparison to national norms
	Treatment: Same as Outcome VI-A					

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
VII-A Students will be able to plan work effectively.	Outcome: Do 12th graders at high school and vo-tech high school demonstrate ability to plan work effectively?	Comparison of test results of 12th grade high school and vo-tech seniors to national norms	Students	CMI	12th grade High School 5 students who have been placed in part time work Vo-tech 25 students working through various co-op programs	Comparison to national norms
	Treatment: How many students have successful work experience in part-time work?	Numerical count of students in work programs	Placement coordinator Vo-tech Teachers	Reporting forms (WISD)	Senior students at vo-tech and seniors participating in part time work	

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
VII-B Students will be able to demonstrate skills required in applying for and accepting work.	Outcome: Do graduating students and former students (drop-outs and graduates) demonstrate skills required in applying for and accepting work?	To count number of graduating students successfully completing employability mini-course	Project RACE Coordinator	Records on student achievement in mini-course	All students taking course	N.A.

Student Outcome Area	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
VIII Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education.	Outcome: Do graduating students and former students, drop-outs, and graduates demonstrate success in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education?	Begin longitudinal 5 year study of graduates and drop-outs	Records of Placement Director	Tally sheets and follow-up forms (WISD)	All graduates as feasible	N. A.

CHAPTER II

Third and Sixth Grade Students

In order to conform with the suggested evaluation design, students in the third and sixth grades were selected for special study in this evaluation. Third grade classes in Weatherford Independent School District operate in self-contained classrooms. Sixth grade students are located at the middle school and are not in self-contained classrooms. Therefore, different strategies had to be employed in studying and measuring the impact of career education on the students.

It was decided that the third grade would be divided into high exposure and low exposure classrooms. These classrooms were identified by staff members who were familiar with utilization of career education materials. The same test instrument, the Career Education Questionnaire, developed by the Minnesota Research Coordinating Unit,was used for third grade high and low exposure groups. Comparison of results was the method of determining student outcomes.

Because sixth grade students participate in a rotating schedule, it was anticipated that each student would receive approximately the same amount of exposure. Therefore, high and low exposure groups were not feasible. For this reason, the following plan was devised. The CEQ would be administered to two groups. One group would be 50 students selected at random in the Weatherford Independent School District. The second group would be 50 students selected at random from a nearby school district similar in size and demographics to the Weatherford District. The second group (control group) had not participated in any form of career education during the year. Comparison of the two sets of results would determine Weatherford student outcomes.

So the measurement of elementary students for this project includes the use of both high and low exposure groups, and treatment and control groups.

For the third grade high exposure group, three classrooms were selected. Seven classrooms were selected for the low exposure group. Staff records indicate the three high exposure classrooms were exposed to a total of 21 career education units, whereas the seven low exposure classrooms were exposed to a total of 26 units. The high exposure classrooms participated in a total of four study trips, while the low exposure classrooms participated in seven. High exposure classrooms were visited by a total of eight resource speakers, while low exposure classrooms were visited by 23. High exposure classrooms received a total of nine group counseling sessions, while low exposure classrooms received 18. (Although the totals for low exposure classrooms are greater than for high exposure classrooms, they are distributed among a larger number of classrooms.)

It is obvious that the definition of high exposure classrooms is warranted. However, the utilization of career education curriculum units and special materials increased rather dramatically during the third quarter of the 1974-75 school year, and it is felt this had some impact on the purity of the definitions of high and low exposure classrooms. This intensification of efforts to utilize career education materials was an outgrowth of teacher interviews conducted by ESI evaluators in February, 1975. These interviews revealed that curriculum units developed under Project RACE were not being utilized to the extent desired by the administrators of the project. The administration of the project and of the entire district responded to this phenomenon by intensifying efforts toward teacher training and toward familiarizing teachers with the new materials. The success of these efforts became obvious when ESI evaluators, conducting follow-up interviews, found that the majority of elementary teachers in the district were utilizing the curriculum units. Complete results of both interview sessions are detailed in another chapter of this report. However, it is briefly discussed here because the intensification of effort had some impact on the purity of the high and low exposure groups.

During design of the evaluation, two specific outcomes were isolated to be measured among third grade students. Each outcome was to be measured by the Career Education Questionnaire, which was developed by the Minnesota Research Coordinating Unit and suggested as an appropriate test document in the draft guidelines for evaluation of career education projects.

Table 1

3rd Grade - CEQ Averages

Group	Grade
Low exposure, Group A	51.2
Low Exposure, Group B	56.9
Low Exposure, Group C	55.2
Low Exposure, Average, All Groups	54.4
High Exposure Group	64.1
Variance	+9.7

Outcome IV-A: Do third grade students demonstrate knowledge of major duties and required abilities of different types of paid and unpaid work?

Third grade students in low exposure classrooms had an average score of 54.4 on the CEQ. Students in high exposure classrooms had an average score of 64.1 of the CEQ. The 9.7 variance in these scores indicates that increased exposure to career education materials in the Weatherford Independent School District will result in improving student understanding of the major duties and required abilities of different types of paid and unpaid work.

Outcome IV-B: Do third grade students demonstrate knowledge of work conditions and life styles associated with different types of paid and unpaid work?

The results of the CEQ were used to determine student outcomes in this area, and although the variance between the two groupings of high and low exposure students is not as great as could be desired, it is felt that proof has been established that proper application of materials will cause students to demonstrate knowledge of work conditions and life styles associated with different types of paid and unpaid work.

The student outcomes desired by Project RACE are being achieved among third grade students in high exposure classrooms. It is expected that during the next project year, all classrooms will have moved to the high exposure classification and that a different form of measurement will have to be utilized.

It is regrettable that an instrument as unsophisticated as the CEQ was the only suitable one identified in the national design. ESI's critique of this instrument is displayed as an attachment to this evaluation report.

Sixth grade students in Weatherford Independent School District were exposed to 13 of the newly developed career education curriculum units. They participated in seven study tours and listened to 16 resource speakers. All sixth grade students received counseling. Three outcome areas were selected for study among sixth grade students. Since all outcomes were measured by application of the CEQ to treatment and control groups, the three outcome areas will be listed, followed by a discussion of the outcomes.

Table 2

6th Grade - CEQ Averages

Group	Grade
Similar School District	48.0
Weatherford Independent School District	50.3
Variance	+2.3

Outcome IV-A: Do sixth-grade students demonstrate knowledge of major duties and required abilities of different types of paid and unpaid work?

Outcome IV-B: Do sixth grade students demonstrate knowledge of work conditions and life styles associated with different types of paid and unpaid work?

Outcome IV-C: Do sixth grade students demonstrate entry requirements for major types of paid and unpaid work?

Control students, who had received no exposure to specialized career education materials, scored an average of 48.0 on the CEQ. Sixth grade students at Weatherford scored an average of 50.3 on the same test instrument. Obviously, there is no significant difference between the student responses. Again, ESI refers to the critique attached to this report. It is obvious that poorly designed tests make it very difficult for evaluators to reach clear decisions concerning desired outcomes.

However, it is reasonable to assume that a significant impact has not yet been achieved among sixth grade students participating in Project RACE. This is an indication that an intensification of efforts at the middle school must be made during the third and final year of Project RACE.

CHAPTER III

Eighth Grade Students

All eighth grade students at Weatherford Independent School District receive intensive exposure to career education. On a quarterly basis, the more than 300 eighth grade students attend career education classes for two class periods each day. A team of teachers presents the career education curriculum that was developed prior to the beginning of Project RACE. The course offering has been strengthened by the availability of additional resources made possible by this project. Evaluation of eighth grade students was undertaken by ESI at the specific request of project administrators, who were interested in seeing student outcomes of the specialized course, as these outcomes have a direct bearing on career education exposure for high school students.

Students moving through the career education course during the second quarter of the school year were selected for study. Time frame of this quarter was November 18, 1974, through February 28, 1975. These students received approximately one hour and fifty minutes of classroom instruction, five days per week, throughout the quarter. They participated in six study tours and listened to seven resource speakers. The team of teachers reported they utilized 33 career oriented films, 17 guidance oriented films, 28 different career oriented books, brochures, and pamphlets, 17 film strips and cassette recordings, and nine poster series. All of the students received group counseling.

Seven student outcome questions were selected as applicable to the eighth grade. All questions were measured by administration of the

Career Maturity Inventory. This instrument was administered by school district counselors shortly after second quarter students completed the career education course. Fifty students, selected at random from those participating in the second quarter career education course, were tested. A comparison of mean scores of the Weatherford eighth grade students, and national mean scores, is displayed on the following table. These scores will be referred to in answering each of the seven outcome questions.

Table 3

Mean Scores on Career Maturity Inventory, 8th Grade

(Grade = 8.5)

	Attitude	Part I (Knowing Your-Self	Part II (Knowing About Jobs)	Part III (Choosing A Job)	Part IV (Looking Ahead)	Part V (What Should They Do?)
National Mean	32.8	10.9	11.5	10.5	8.9	7.6
Weatherford Mean	33.3	11.5	13.9	10.5	10.5	9.5
Variance	+0.5	+0.6	+2.4	--	+1.6	+1.9

(N=50)

Outcome III-B: Do eighth grade students possess positive attitudes toward paid and unpaid work?

The attitude scale of the CMI was selected for specific measurement of this question. It will be noted that, where the national mean raw score on the attitude scale for eighth graders is 32.8, the Weatherford eighth graders scored 33.3, reflecting a more positive response to the attitude scale. According to the test designers, the attitude scale is designed to elicit the feelings, the subjective reasonings, and the disposition of the individual toward making a career choice and entering the world of work.

Outcome IV-A: Do eighth grade students demonstrate knowledge of major duties and required abilities of different types of paid and unpaid work?

Part II of the competency test of the Career Maturity Inventory was selected to measure the student outcomes in this area. It will be noted that, where the national mean score is 11.5 in the area of knowing about jobs (occupational information), the eighth grade students at Weatherford had an overall raw mean score of 13.9, showing a significant improvement over the national scores.

Outcome IV-C: Do eighth grade students demonstrate knowledge of entry requirements for major types of paid and unpaid work?

Again, Part II of the competency test was used, and, as previously stated, the Weatherford group scored significantly higher than the national group.

Outcome IV-E: Do students in grade eight demonstrate knowledge of the important factors that affect work success and satisfaction?

Although a specific part of the CMI test does not directly address this outcome area, the overall results of the Weatherford eighth grade scores, compared to national raw mean scores, show that the Weatherford group scored higher than the national group, except in one instance.

Outcome V-A: Do eighth grade students demonstrate the ability to associate their own abilities and limitations with possible success in present or future paid or unpaid work?

Part I of the CMI competency test, which involves knowing yourself (self-appraisal), was selected to answer this outcome question. It will be noted that, where the national raw mean score is 10.9, Weatherford students scored 11.5.

Outcome V-B: Do students in grade eight demonstrate the ability to relate personal interests and values to types of paid and unpaid work in their associated life styles?

Again, a specific test section is not devoted to this outcome area. The most reasonable part that reflects on this question is Part III, which relates to choosing a job (goal selection). In Part III, Weatherford students scored the same, 10.5, as did students tested in the national groups. This is not a particularly accurate comparison, because this portion of the test does not relate as closely as desired to the outcome questions.

Outcome V-E: Do students in grade eight demonstrate knowledge of steps to be taken and factors to be considered in career planning?

Part IV of the CMI competency test, which deals with looking ahead (planning), was used to measure this outcome area. While the national raw mean score was 8.9, Weatherford students scored a significantly higher 10.5 raw mean score.

It does appear that the intensive treatment administered to eighth grade students in the Weatherford Independent School District is producing the desired student outcomes in all seven areas measured. It is regrettable that more specialized tests are not available to answer some of the outcome questions. However, the eighth grade program is obviously one of the more successful career education programs undertaken by the Weatherford Independent School District, and should be continued in its present form.

CHAPTER IV

Ninth Grade Students

It is interesting to study the ninth grade students involved in Project RACE. Although no specific curriculum offerings are made to these students during their first year in high school, the ninth grade students studied for this evaluation report did participate as eighth graders in the intensive career education course previously described in this report. Students in the ninth grade during the 1974-75 school year participated in the career education course during the 1973-74 school year. Therefore, it is reasonable to expect that they would display a higher than average knowledge about various aspects of career education. These students also are the target of intensive counseling sessions by the district counseling staff and they have access to the career resource center located in the high school building. This resource center is equipped with much material related to career and occupational choices. These same students also have access to much specialized material available through the Project RACE staff.

During the 1974-75 school year, the ninth grade population of the district was listed as 380. Of this total ninth grade population, 275 students participated in 14 group counseling sessions concerning career choices. As part of the measurement of student outcomes, all ninth grade students were given the Career Interest and Information Survey document developed by Texas State Technical Institute under a Part C Grant from Texas Education Agency. High school counselors used the individualized results of this test to counsel students concerning career choices and study plans for their high school careers. This information, which was in addition to the mandates of the evaluation design, was an unexpected bonus for counselors.

Five student outcomes were identified as applicable to the treatments being administered to ninth grade students, having taken into account the career education exposure they received as eighth graders. The Career Maturity Inventory was selected to measure several of the specified outcomes. This document was administered to 50 ninth grade students selected randomly from the 380 class members. In addition to the CMI, it was decided that the TSTI Career Interest and Information Survey would be used to provide more definition for two of the specified student outcomes. Although this document is not listed among suggested test documents in draft guidelines for evaluation of career education projects, it is felt that administration of the document gives a clear picture of student perceptions of careers. The document is useful not only to draw broad conclusions about student groups, but also as a counseling tool.

Outcome IV-A: Do ninth grade students demonstrate knowledge of major duties and required abilities of different types of paid and unpaid work?

Part II of the CMI, which relates to knowing about jobs, is the most applicable for this outcome. In studying the table on the following page, it will be noted that the national mean for this portion of the test is 11.3, while ninth graders at Weatherford scored 14.2. This increase of 2.9 over the national mean is significant, and it indicates that ninth graders in Weatherford can demonstrate knowledge of major duties and required abilities of different types of paid and unpaid work.

Table 4

Mean Scores on Career Maturity Inventory, 9th Grade

(Grade = 9.7)

	Attitude	Part I (Knowing Your-Self)	Part II (Knowing About Jobs)	Part III (Choosing A Job)	Part IV (Looking Ahead)	Part V (What Should They Do?)
National Mean	32.8	11.1	11.3	10.1	8.4	7.1
Weatherford Mean	34.2	13.8	14.2	12.1	13.3	10.6
(Variance)	+1.4	+2.7	+2.9	+2.0	+4.9	+3.5

(N=50)

Outcome IV-E: Do students in Grade 9 demonstrate knowledge of the important factors that affect work success and satisfaction?

Again, the CMI was the only measurement used to determine progress toward this desired outcome. Although no specific part of the test relates to this desired outcome, assumptions may be drawn by comparing overall test outcomes by Weatherford students to overall national means. It will be noted on Table 4 that, in the attitude scale and the five parts of the compentency test, Weatherford ninth graders consistently scored significantly higher than the national mean, indicating that the students are demonstrating knowledge of the important factors that affect work success and satisfaction.

Outcome V-A: Do ninth grade students demonstrate the ability to associate their own abilities and limitations with possible success in present or future paid or unpaid work?

Two measurements were made to determine the degree to which this outcome is being achieved. Part I of the CMI, which relates to knowing yourself, shows that Weatherford students had a mean score of 13.8, while the national mean score is only 11.1. The positive variance of 2.7 between the mean raw scores is significant, and it shows that this desired outcome is being achieved. The TSTI Career Interest and Information Survey was also analyzed in an effort to draw further assumptions related to this outcome. On the Career Interest and Information Survey, students were asked to select their first, second, and third choices of careers. They were then asked to indicate their level of information concerning the career choices. The information levels ranged from "1" to "5," with "1" representing very limited information and "5" representing information based on courses taken in the actual career field. The median of the choice indicated considerable knowledge, but not first-hand experience. Table 5 shows student assessments of their level of information for their first, second, and third career choices. It should be noted that, on the first career choice, the majority of students ranked their level of information at "2" or "3". These assessments indicate "2," moderate but general information, or "3," considerable information, but not first-hand experience. When it is considered that these are ninth grade students, this is an adequate demonstration of the students' own honesty in assessing their abilities and limitations in selecting a career.

Outcome V-B: Do students in Grade 9 demonstrate ability to relate personal interests and values to types of paid and unpaid work in their associated life styles?

Table 5

Information Levels Indicated

TSTI Career Interest and Information Survey

	Very Limited	Moderate But General	Considerable But Not First Hand	Based On First Hand Experience	Based On Courses Taken in This Field
	1	2	3	4	5
First Career Choice	16.6	29.5	23.5	17.2	13.2
Second Career Choice	23.8	30.4	19.8	15.5	10.6
Third Career Choice	33.2	28.6	20.1	10.3	7.7

N= 349

Again, the CMI and the TSTI Career Interest and Information Survey were used to determine the success being achieved in this specific student outcome. The entire CMI must be taken into account, since no specific part relates directly to this outcome. Results show that ninth graders in Weatherford scored consistently higher than the national mean. On Table 5, which displays results of the information levels indicated by students concerning career choices, there is strong indication that students are able to relate their present level of information with a career choice.

Outcome V-E: Do ninth grade students demonstrate knowledge of steps to be taken and factors to be considered in career planning?

Part III ("Choosing a Job"), Part IV ("Looking Ahead"), and Part V ("What Should They Do?") were used as measurement of this outcome.

These parts of the CMI show that ninth grade students are demonstrating knowledge of the steps to be taken and factors to be considered in career planning.

Overall, the results of the two test instruments administered to ninth grade students indicate an above-average ability to assess themselves in light of requirements of various careers. The students also indicate an unusually high level of knowledge concerning specifications of different types of paid and unpaid work. It is reasonable to assume that the excellent response of the students is based on exposure they received to career education as eighth graders. This is another strong indicator that the eighth grade exposure should continue.

CHAPTER V

Twelfth Grade Students

Students in the twelfth grade of the Weatherford Independent School District, as well as those classified as graduating students, were studied in compliance with the draft guidelines for evaluation of career education projects. It should be remembered that these students have not been exposed to the intensive career education administered to eighth grade students. This specialized eighth grade program was inaugurated after the graduating class of 1975 had passed through the middle school.

A number of career education opportunities are available to twelfth graders. All graduating students receive counseling. Five groups, composed of approximately 140 students, received specialized career education counseling during the 1974-75 school year. All students had access to career resource material. This material was available both in the career resource center, located in the high school building, and, by request, from Project RACE staff and members of the regular high school counseling staff. Graduating seniors also were eligible to participate in an employability mini-course. In this course, they learned how to fill out a job application form, how to conduct themselves during an interview, and how to prepare a resume for presentation to prospective employers.

In addition to these programs, a placement service is operated as a function of Project RACE. All high school students are eligible to file an application for work with the placement director, who attempts to identify part-time work suitable for each student's level of experience and area of expertise.

Graduating students attending vocational-technical courses also have an opportunity to participate in cooperative work programs throughout the community in their line of specialization.

Some of these treatments are standard procedures for the district. Others have been initiated by Project RACE. It would be difficult to separate the ongoing activities from those initiated by the career education project. Therefore, all activities related to the graduating students are considered as a part of the treatment received.

Ten outcome areas were identified as bearing direct relationships to the programs offered to graduating students in the academic high school, graduating students in the vo-tech high school, and former students. It was decided that outcomes would be measured by the administration of the Career Maturity Inventory to fifty graduating students selected at random. Reinforcement for anticipated outcomes would be obtained through administration of the TSTI Career Interest and Information Survey to at least 75% of all graduating students. Results of these two tests are displayed in Tables 6 and 7.

Table 6

Mean Scores on Career Maturity Inventory, 12th Grade

(Grade = 12.7)

	Attitude	Part I (Knowing Yourself	Part II (Knowing About Jobs)	Part III (Choosing A Job)	Part IV (Looking Ahead)	Part V (What Should They Do?)
National Mean	37.2	14.1	14.4	12.9	11.9	9.5
Weatherford Mean	37.5	13.3	16.3	14.2	13.3	11.7
Variance	+0.3	-0.8	+1.9	+1.3	+1.4	+2.2

(N=24)

Table 7

Information Levels Indicated

TSTI Career Interest and Information Survey

	Very Limited 1	Moderate But General 2	Considerable But Not First Hand 3	Based On First Hand Experience 4	Based On Courses Taken In This Field 5
First Career Choice	9.3	23.3	25.3	19.3	22.6
Second Career Choice	17.3	28.6	18.0	18.0	18.0
Third Career Choice	30.6	24.7	20.0	15.3	9.3

(N=150)

Outcome IV-A: Do graduating students demonstrate knowledge of major duties and required abilities of different types of paid and unpaid work?

Fifty graduating students, selected at random, were given the CMI test. It was decided that Part II of the CMI provided significant information related to this outcome area. It will be noted on Table 6 that Weatherford students had a mean score of 16.3, compared with a national mean score of 14.4. The variance amounts to a significant difference, indicating that graduating students are able to demonstrate knowledge of major duties and required abilities of different types of paid and unpaid work.

Outcome IV-E: Do students in Grade 12 demonstrate knowledge of the important factors that affect work success and satisfaction?

Part III of the CMI, which involves choosing a job, appears to provide more information relevant to this outcome. Weatherford students scored 1.3 points above the national mean average on this part of the CMI.

Outcome V-A: Do twelfth grade students demonstrate the ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work?

Two measurement devices were found useful in assessing this outcome. Part I of the CMI is isolated for comparison purposes. It will be noted on the table that this is the only portion of the six-part test in which Weatherford students fell below the national mean average. They did so by 0.8 of a point. The second measurement was the TSTI Career Interest and Information Survey. On this test document, students were asked to indicate their level of information concerning their three top career choices. It will be noted on Table 7 that only 22.6% of the graduating students tested indicated that knowledge about their first career choice was based on courses taken in the field. Based on these two outcomes, it would appear that, at the present time, twelfth grade students do not demonstrate the ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.

Outcome V-B: Do students in Grade 12 demonstrate ability to relate personal interests and values to types of paid and unpaid work and their associated life styles?

Part IV of the CMI was selected as the most appropriate measurement for this outcome. Results show that Weatherford students scored 1.4 points above the national mean on this section of the test instrument. Contradictory to this is the response of students to the TSTI Career Interest and Information Survey. The reader's attention is again called to the table that indicates students' assessment of their levels of information concerning their first, second, and third career choices. These contradictory results lead evaluators to the conclusion that students in Grade 12 do not consistently demonstrate the ability to relate personal interests and values to types of paid and unpaid work and their associated life styles.

Outcome V-C: Do twelfth grade students demonstrate the ability to identify, locate, and utilize sources of information to solve career decision making problems?

Part V of the CMI concerns problem solving. On this portion of the test instrument, Weatherford students scored 2.2 points above the national mean. This indicates good ability in problem solving.

Outcome V-E: Do twelfth grade students demonstrate knowledge of steps to be taken and factors to be considered in career planning?

Part IV of the CMI is most reflective of student ability to plan careers. Weatherford students scored 1.4 points above the national mean, which indicates that students do demonstrate ability in planning for careers.

Outcome VI-B: Do twelfth grade students and vocational-technical school students demonstrate the ability to adapt to varying work conditions?

The problem-solving portion of the CMI, Part V, is most indicative of the ability to solve problems. On this section of the test, Weatherford above the national mean on this section of the test instrument. Contradictory to this is the response of students to the TSTI Career Interest and Information Survey. The reader's attention is again called to the table that indicates students' assessment of their levels of information concerning their first, second, and third career choices. These contradictory results lead evaluators to the conclusion that students in Grade 12 do not consistently demonstrate the ability to relate personal interests and values to types of paid and unpaid work and their associated life styles.

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Part IV of the CMI is most reflective of student ability to plan careers. Weatherford students scored 1.4 points above the national mean, which indicates that students do demonstrate ability in planning for careers.

Outcome VI-B: Do twelfth grade students and vocational-technical school students demonstrate the ability to adapt to varying work conditions?

The problem-solving portion of the CMI, Part V, is most indicative of the ability to solve problems. On this section of the test, Weatherford students scored well above the national mean, indicating their ability to solve problems and adapt to varied working conditions.

Outcome VII-A: Do twelfth graders at high school and the vocational-technical high school demonstrate the ability to plan work effectively?

Overall student responses to the Career Maturity Inventory indicate that Weatherford students rank above other students in the nation, by mean scores, on all parts of the test except Part I, which is related to knowing yourself. Of particular interest in this segment of student outcomes were the working students and the vo-tech students in cooperative education. It should be noted that, through the efforts of Project RACE, 155 students were successfully placed on jobs during the 1974-75 school year. This represents an increase in successful placements of 25% over the 1973-74 school year. This is another indicator of student ability to plan work effectively.

Outcome VII-B: Do graduating students and former students, drop-outs, and graduates demonstrate skills required in applying for and accepting work?

It was impossible to obtain measurements for this outcome on drop-outs and graduates. Only graduating students were studied. During the 1974-75 school year, 75 graduating students participated in the employability mini-course. Of that number, 70 completed the course successfully, demonstrating that they had acquired the skills necessary in applying for and accepting work.

Outcome VIII: Do graduating students and former students demonstrate success in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education?

A longitudinal study of all graduates and former students of the district has been started by the placement director of Project RACE. Only two years of information has been accumulated. Of the 1974 graduates of the district, less than 3% were unemployed at the time they were contacted by the placement director. The remainder were attending college, attending college and working, working full time, serving in the military, were out of the labor force, or were not located by the placement director. Of the students actually interviewed by the placement director (87 students), 64 reported they felt their school training had prepared them for the jobs they are currently holding. Of the 54 students who graduated in 1973, 35 reported they felt their school training prepared them for the jobs they currently hold. It will be interesting to watch the development of this longitudinal study undertaken by the placement director, which is currently maintained in a most professional manner.

It is obvious that not all outcomes related to graduating students are being achieved at the present time. However, as noted at the beginning of this chapter, these students had not had the exposure to career education that all other graduating classes will have. It will be interesting to study the same group, under the same conditions, during the 1975-76 school year, and attempt to denote differences in outcomes on the same test documents. It is felt that the majority of outcomes desired for twelfth grade students are being achieved, and that the work currently in progress in lower grade levels will result in the achievement of all desired outcomes in the third year of Project RACE.

CHAPTER VI

Conclusions and Recommendations

The second year of Project RACE attained the majority of specified objectives, as evidenced by materials displayed in previous chapters of this report. It is unfortunate that this project was hampered by the late release of draft guidelines for evaluation of career education, and by specification of less than adequate test documents. Despite these handicaps, it is apparent that the major objectives of career education, on both the national and the local scene in Weatherford, Texas, are being accomplished by Project RACE.

Of particular interest is the demonstrated proof that the proper implementation of career education into the existing curriculum of the district is having the desired outcomes on students.

It is anticipated that the third year of Project RACE will result in even more positive gains. This assumption is based on the condition that the evaluation design can be completed in the summer of 1975, and that student outcomes can be measured from traditional pre and post test methodology. Also, lessons learned during the 1974-75 school year will be invaluable in assuring complete utilization of career education curriculum units by elementary and middle school teachers.

ESI evaluators submit the following specific recommendations for the third year of Project RACE:

1. Project RACE staff members should hold grade level meetings for all elementary teachers at the beginning of the 1975-76 school year. These meetings should be utilized to introduce all teachers to the career

education curriculum units, which will have been revised during the summer.

2. Follow-up grade level meetings for all elementary teachers should be scheduled at least twice during the 1975-76 school year.

3. Project RACE staff members should have work schedules which allow them to remain in close contact with all elementary teachers throughout the school year.

4. Project RACE staff members should hold subject area conferences with sixth and seventh grade teachers at the middle school. These conferences should be held at the beginning of the school year and at least twice later in the year.

5. A specific staff member should be given responsibility for working closely with sixth and seventh grade teachers. It is felt that the new curriculum units will not be fully utilized by this group of teachers without direct infusion of aid and assistance by a staff member whose primary concern is this grade grouping.

6. Current efforts and curriculum offerings at the eighth grade should be continued and should receive complete support from both the project administration and the school administration. Evidences of success of the eighth grade program are apparent.

7. Counseling efforts, job placement efforts, and availability of resource materials for senior high students should be continued and intensified during the 1975-76 school year.

8. The school administration should continue to provide support to the Project RACE staff and should continue to publicize to all faculty

members the district's committment to the concepts of career education.

ESI feels that the quality of work being performed by staff members of Project RACE is exceptional. Staff members have developed a truly exemplary project, which--after the third year--should be replicated in other small school districts. Curriculum units that will be useful to numerous school districts across the nation have been designed and are being validated. Great realism has been exhibited in the development of these units, making them applicable to a variety of situations.

ESI wishes to thank the staff members of Project RACE, the administrators of Project RACE, and the administration of the Weatherford Independent School District for their complete cooperation in the evaluation of the project. Without their help, the work represented in this evaluation report would not have been possible.

APPENDIX

Critique of the CEQ - 3rd Grade and 6th Grade

Any attempt by one professional company to pass judgment on the work of another professional company is risky business. To begin with, quality is often a matter of opinion. And cross-company judgments often are made without knowledge of any of the deliberations, strategy or problems involved in design and production. And, more often than not, such judgments are tainted by professional prejudice.

However, risky though they are, such judgments are sometimes necessary, as they are in the case of the two career education test booklets in question. The most sympathetic judge, under the most generous of circumstances--even on a good day--would be hard pressed to isolate any combination of deliberations, strategy or problems that could have so distorted and disturbed simple common sense.

For example: man, during all his troubled and turbulent existence on this planet, has, from time to time, struggled to discover truth. He has not always been successful in determining what is right, and what is wrong. However, he has met some success in determining what is right, and what is left.

The case in point is Side Two of the answer sheet for the sixth grade test, which was distributed to all students taking the test. In the instructions, students are told (1) to fill in the information requested above--when the information requested is clearly below, and (2) to note marking examples displayed on the left--when the examples are clearly displayed on the right.

(By way of explanation, the locations of the information requested and the marking examples are correct on Side One of the answer sheet. Apparently what happened is, the same set of instructions was used on both sides of the sheet, even though the display changed. It is necessary to make this note only because it probably means that somebody, somewhere, is not as ignorant as he is careless.)

And there was other fallout from the instructions.

(Instructions, Side One of the answer sheet)

"1. Use lead pencil only (2-2½ or softer)."

"2. Erase thoroughly any answer you wish to change."

"3. Make no stray marks on answer sheet."

"4. Fill in the information above as instructed."

"5. Note the examples of marking on the left."

"6. Now go to other side. Read instructions carefully..."

(Instructions, Side Two of the answer sheet)

"1. Use lead pencil only (2-2½ or softer)."

"2. Erase thoroughly any answer you wish to change."

"3. Make no stray marks on answer sheet."

"4. Fill in the information above as instructed."

"5. Note the examples of marking on the left."

(Care to guess what Number 6 is? You're right.)

ESI does not feel that an item by item critique of the two tests is either necessary or appropriate. That will be left to the imagination of others. To suit the purpose of this report, we shall hit only the highlights, beginning with the sixth grade test.

* The instructions to Part I of the test state that there are more answers than questions. However, this is not always true. On Questions

8 through 11, and Questions 16 through 19, there are no more answers than questions.

* Instructions to the test state that the test was designed for use within the State of Minnesota. Obviously, since this report is being written in Waco, Texas, somebody changed the signals without changing the type. Indeed, perhaps the test itself should have been changed before being released on a national scale. One question, addressed to professional athletics, uses a hockey player as an example. Obviously, football or baseball would be a more appropriate national symbol for professional athletics than hockey, which is still quite regional. To Minnesota, not Waco or Weatherford.

* It is sometimes difficult to effectively critique good art, but in the case of the general makeup of the sixth grade test, this complication may not be all that confining--because it certainly isn't difficult to spot bad art. And the makeup of the sixth grade test is bad. Sloppy, in fact. (Example: the instructions tell the students to close their booklets after they have finished the test. However, because questions are printed on the outside of the back cover, you have to close the booklet to finish the test. Sloppy!)

* A typographical error appears on Question 36 of the test, which is the sample question for the remainder of the test. After presenting Question 36, the instructions state that the students "should have darkened the circle 'C' for item 32." Typographical errors have long been the curse of printing, and they will probably continue to outdistance even the most sophisticated equipment and techniques. They

should not, however, appear in small test booklets which are distributed to school students throughout the nation. Why, if nothing else, it's a bad example.

All of these comments have been directed to items of form and appearance. The fun doesn't really begin until you get into the nature, logic and reason of the questions themselves. Briefly, the highlights:

* Question 8. Does a fruit picker really require special high school training?

* Question 37. We really, sincerely believe, as attested to by our low staff score on this test, that a manager trainee has a better chance for promotion than a sales clerk, for this reason: a sales clerk who does well may, unfortunately, remain a sales clerk, all things considered; however, a manager trainee who does well--why, he might wind up a manager.

* Question 39. Conceded: a surgeon works as part of a team. But why confuse the children by throwing in "group counselor"? (Heck, "hockey player" would be even better than surgeon.)

* Question 40. Of course, if Susan wants to become a social worker, she will need courses in community relations--whatever that is. But couldn't she also use some courses in psychology? (In fact, couldn't we all?)

* Question 41. Okay. Maybe the major reason people get fired from their jobs is not getting along with their co-workers--and not "poor training." But we would suggest that, at this point in the education of young people, it might be a good idea to put the emphasis on proper training. It's just a thought.

* Question 52. We will agree that, if you want to find out how much money a lawyer makes, you would probably talk to a lawyer. We would only suggest that you talk to a lawyer you know pretty well.

* One more, and we'll move on--Question 56. There are many jobs in contemporary America that offer a great deal of independence--some types of writers, artists, actors, investors, salesmen and consultants, and many other self-employed and executive personnel in a wide range of fields. But mail carrier? Well, except for the uniform, the routine of a regular route, screaming housewives when he's late, Civil Service and the Hatch Act--maybe he is independent.

Enough. On to the third grade test.

Two of the problems that consistantly plague progress are (1) sometimes you don't know where you're going until you get there, and (2) until you know where you're going, it's hard to tell how far you've come. Perhaps, in one sense, career education is still in its infancy, because it hasn't been around very long. However, that clearly is not the case with photography. (Perhaps "clearly" is the wrong word.)

After considering several rather strong adjectives for the photographs in this test booklet, we finally shrugged and settled for "poor."

The staging is poor, the cropping is poor, the reproduction is poor and the display is poor. As a result, the clarity is poor to the point that:

* It is difficult to identify machinery and equipment.
* It is difficult to recognize uniforms and badges.
* It is difficult to read seals and signs.
* It is difficult to tell what the people are doing.

All of these elements, of course, are critical to a correct response. But what is most difficult to figure out is "why?" Many newspaper companies in this nation publish editions several times each day containing photographs of far higher quality than the ones in this test booklet. Surely whoever published this test had a little longer than that to get it out.

Although the pictures are the main problem, some of the questions also are pretty poor.

* Question 15. If Subject D isn't helping prepare a meal, he ought to get out of the kitchen.

* Question 22. Maybe beauty shop operators don't talk to as many different people as switchboard operators do--but they probably enjoy it more when they do.

* Question 26. It would be easier to answer this question if you could tell what the animals are in Picture C.

* Question 28. All due respect to the authors--not even a good still picture has sound.

* Question 29. Who are they? Where are they? What are they doing? (P.S. Does Subject C make clothes? Or does he alter them?)

* Question 30. Maybe it is Subject A's job to make plants grow. But if Subject C's plants don't grow, he's in a bind.

It is puzzling that three of the questions, or 10 percent, pertain to law enforcement. And they could probably be answered by any first grader who has ever watched prime time. If he could just make out the photographs.

Again, ESI would like to make the point that this critique is not an attempt at any form of company or product assassination. It is merely an attempt to point out some weaknesses that could be easily corrected--and probably to the great benefit of measuring the effectiveness of career education programs throughout the nation.

Obviously, overall, these tests are better than they are bad, or else high exposure students and treatment students would not have scored better than other groups. We simply think the tests could be improved. Vastly.

And one thing should be said on behalf of these two test documents. As far as the current status of career education testing is concerned, we do not wish to alarm anyone. But these tests are the best of the available.